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Hoskuld

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It is the policy of Gettysburg College not to discriminate improperly against students, prospective students, employees, or prospective employees on account of race, color, religion, ethnic or national origin, age, or sex. Such policy is in compliance with the requirements of Title VII of The Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, and all other applicable federal, state, and local statutes and regulations.

The provisions of this bulletin are not to be regarded as an irrevocable contract between the College and the student. The College reserves the right to change any provision or requirement at any time.



A MESSAGE FROM THE PRESIDENT

A college is many things. And to the young person contemplating college as a venture to which four years of effort will be committed, it is a mixture of hopes and anticipations and sometimes understandable uncertainty. It is useful to point out, therefore, at the earliest possible moment that the college is primarily and finally the setting for intellectual activity. While there are other activities of which the college is justly proud, it is preoccupation with the intellectual that gives the college its most salient dimension.

Thus those who use this catalog as a means of informing themselves about this place should give particular heed to this basic concern for things of the mind. For it is here that the motivation to learn may reveal its source and it is here that the most important human relationships within this college are grounded. Indeed, as the process of learning is undertaken its accomplishment is expressed in the behavior of those who comprise the college.

There is, first of all, a growing appreciation of the integrity of the individual. Secondly, there is the recognition that learning is unceasing and thus the student must acquire the techniques of scholarship if he is to master the means through which knowledge is produced and judged. The curriculum of the college is, therefore, one means of defining experiences which most effectively introduce the student to a field of knowledge and acquaint him with the appropriate tools of scholarship.

And finally the college, as an institution concerned with the primacy of the individual and with the means of individual growth, fosters the acquisition of habits and attitudes befitting the scholar. Intellectual honesty, openness of mind, and dedication to rational discourse and judgment are characteristics, therefore, which permit the expansion and use of knowledge and make possible the civility of human existence.

To those, then, who examine this college we offer these words of introduction. A college is many things — but its concern for the life of the mind is the reason for its being and the basis for its continued usefulness.

C. A. Hanson

GETTYSBURG COLLEGE – THE COMMUNITY



Gettysburg College is a moderate sized liberal arts college chartered in 1832. The first Lutheran college established in America, Gettysburg still maintains an association with the Lutheran Church. Though associated with the Lutheran Church, the College follows the injunctions of its founders that it remain "unsectarian in its instruction," and that it set no barriers of race or belief in the hiring of faculty or the admission of students.

From its beginnings as an institution centered in only five instructors, Gettysburg has grown to a student body of over 1800 students and more than 130 faculty members. This growth is evident also in the expansion of the curriculum which combines traditional and "modern" studies. To the single building which was the early center of the College, today's student can compare modern, well-equipped classrooms and laboratories, residential and athletic facilities, and a library containing over 200,000 volumes.

From its beginning, the College has granted the degree of Bachelor of Arts, and this is what most of its graduates have received. Since 1874, with the exception of the period from 1940 to 1955, it has also granted the Bachelor of Science degree. The only Bachelor of Science program now in operation is in Music Education. Some idea of the recent growth of the College is conveyed by the fact that it now awards in two years about as many degrees as it did in the entire first fifty years of its existence.

206 European Painting 1700-1900

Some attention to eighteenth century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to changes in the social, scientific, and philosophical structure. Examination in depth of new directions in visual form, space, and expression in the paintings of Manet, Monet, Cezanne, Van Gogh, Gauguin, and Munch. Alternate years.

207 History of Architecture and Sculpture

Mr. Annis

An historical survey and critical analysis of the development of mass, volume, and space from ancient Egypt through the Baroque period in Europe, with major emphasis on architecture. Alternate years.

208 Nineteenth-Century Architecture and Town Planning

Mr. Annis

A study of the primary stylistic and technological developments which influenced European and American architecture and urban forms during the period of an emerging industrial society. Analysis will be made of the historical, social and esthetic factors which led to the revival of earlier building styles and contributed to the decisive but temporary separation of design and engineering. Particular attention will be given to the development of iron and glass technology, the effects of new modes of communication and transportation on the image and spatial character of the city, and the increasing significance of the architect, engineer and urban reformer in the crucially changing world of the nineteenth century. Alternate years.

209 Twentieth-Century Architecture and Urbanism

Mr. Annis

An evaluation of the development and character of the urban environment as the visual embodiment of concurrent social, political and economic theories and design systems. Emphasis will be placed on the historical and continuing significance of the agrarian ideals of Howard, Olmstead, F. L. Wright, and the effects of the ideas and works of such urbanist architects as Sullivan, Gropius, Van der Rohe, Corbusier, Kahn, Venturi, Safdie and Soleri in shaping the contemporary structured landscape. Alternate years.

216 History of Modern Sculpture

Mr. Annis

A study of the evolution of sculptural forms from the nineteenth century through the present decade with emphasis on the effects of science and technology on man's changing image of man and his universe. Alternate years.

219 American Painting

Ms. Small

A survey of American painting from the Colonial Period to the early 1900's, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America.

310 Twentieth Century European Painting

Ms. Small

A study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism will be considered. Prerequisite for art history majors: Art 206.

320 Painting in America since 1900

Ms. Small

The course begins with a consideration of American responses to twentieth-century European movements. Emphasis is placed on the period since 1945, a time in which the relationship of painting to other modes of art and technological and social changes becomes particularly important in such movements as Pop, Op, Happenings, Minimal, and Funk.

400 Senior Seminar in Art History

Ms. Small

A study of critical problems in art history and a penetration into aesthetic aspects of the visual arts beyond that permitted by the normal courses in the history of art. The exact structure of the courses will be determined by the needs of the students enrolled. Not offered each year.

Studio Courses The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize; and integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice.

The Department has presses for relief, surface, and intaglio printing as well as welding equipment for sculpture.

By agreement with the student, the department may retain selected student work.

STUDIO COURSES**121 Drawing**

Mr. Qually

An introductory course. Drawing from controlled studio problems and from nature. Intended to promote coordination of hand and eye and to achieve a degree of technical mastery over a variety of drawing tools. Above all, to educate the visual sense, of seeing in relationship; to foster an acute awareness of form, and to develop the ability to create visual equivalents for the object in nature.

122 Basic Design (two-dimensional)

Mr. Qually

An introductory course requiring no previous training. Intended to help the student develop his capacity to think and work conceptually as well as perceptually and to provide a basic discipline with which to organize a variety of materials into structural and expressive form.

127, 128 Painting

Mr. Qually

Intended as an introductory course for non-majors, and for majors as an extension of drawing and design with, of course, emphasis on the important element of color. Designed to sharpen the student's visual responses, to increase his understanding of the relationship of form and space, and of painting as organized structure as well as personal expression. Experience in still life, landscape, and abstract problems. *Prerequisite for studio majors: Art 121, 122.*

131, 132 Printmaking

An introductory course in printmaking. The creative process as conditioned and disciplined by the techniques of intaglio and lithography. Discussion of past and contemporary methods, and the study of original prints. *Prerequisite for studio majors:* Art 121, 122.

135, 136 Beginning Sculpture

An introduction to the fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line and color. Correlated lectures and demonstrations will be used to acquaint the student with those aspects of sculptural history and theory relevant to studio projects. This course is intended for the general student, the art major, and those who plan upon graduation to undertake studies in the design fields of architecture or urban planning.

221, 222 Advanced Drawing

A continuation of 121, but with emphasis on drawing the human figure, nude and clothed, individually and in group compositions. *Prerequisite:* Art 121.

227, 228 Advanced Painting

Encouragement is given to the exploration of individual problems of pictorial organization and personal expression, involving a variety of media or a concentration on one, according to the student's temperament and ability. Experience in painting the human figure for sufficiently advanced students. *Prerequisite:* Art 127, 128.

231, 232 Advanced Printmaking

Concentrates on one medium, selected according to the student's preference and ability. *Prerequisite:* Art 131, 132.

235, 236 Advanced Sculpture

The student will formulate and conduct a program of correlated studio projects entailing experiments in materials, techniques, design systems, and forms of expression involving the elements of spatial organization. *Prerequisite:* Art 135, 136.

Individualized Study

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his special interest, whether studio or history. Repeated spring term.

BIOLOGY**Professor Barnes**

Associate Professors Beach (*Chairman*), Cavaliere and Schroeder

Assistant Professors H. H. Darrah, Hendrix, Logan and Winkelmann

Instructor J. Mikesell

Laboratory Instructors

The courses of the Department of Biology are designed to provide a foundation in basic biological

Mr. Annis

concepts and principles and to provide the background necessary for graduate study in biology, forestry, dentistry, medicine, osteopathy, veterinary medicine and for laboratory technology and other professional biological fields.

A minimum of eight biology courses is required to complete the major. This minimum is exclusive of Individualized study and any January Term course unless otherwise designated. Beyond Introductory Biology there are no specific courses required for the major. Moreover, because of the unstructured nature of biology, prerequisites for upper level courses are few. This freedom permits the diversity of backgrounds required by different professional goals. Whatever the goal, it is expected that students will have at least one course in the areas of botany, genetics, physiology, and zoology. Specialization at the expense of breadth is discouraged, and in consultation with his adviser the student should construct a balanced curriculum.

Beginning with the Class of 1978, Chemistry 111, 112 and Chemistry 203, 204 are required of all majors in Biology. It is strongly urged that Chemistry 111, 112 be taken in the freshman year and that Chemistry 203, 204 be taken in the sophomore year.

Two courses in introductory physics (either Physics 103, 104 or Physics 111, 112) are required for admission to graduate and professional schools, but this subject is not a requirement for the major.

A minimum competency in mathematics is expected of all majors in biology. Competency may be defined as a knowledge of trigonometry, advanced algebra, analytic geometry, and calculus. Any deficiency should be rectified with Mathematics 107, 108 (Applied Statistics and Calculus) or Mathematics 110 (Introductory Analysis) and Mathematics 111 (Beginning Calculus).

The distribution requirement in laboratory science may be satisfied by Biology 101, 102 or by Biology 101 plus a January course designated for this purpose.

January Term offerings include a variety of courses: (1) special courses in biology to satisfy the distribution requirement in laboratory science or for the major requirement, (2) overseas field courses, (3) internships in hospitals and research



CAMPUS LIFE

The Gettysburg College campus is an unique community; all its members, activities, and facilities are directed to the single purpose of promoting the student's liberal education. The community exists, in all of its manifestations, for the purposes of education.

LIVING ACCOMMODATIONS

A student's room is a study as well as a place for rest and relaxation. Gettysburg College considers living in College residences to be an important part of a student's total college experience. Therefore, all students in the campus community are expected to live in a College residence hall or fraternity unless they have special permission from the office of the Dean of Students. In the junior and senior years, some men and women live in apartments off campus with the approval of that office.

Residence Halls At Gettysburg the majority of the students live in College dormitories, most of which are relatively new and comfortable buildings. With the assistance of carefully selected student counselors and residence coordinators, the residents make every effort to solve their own living problems. It is the college's philosophy that students should be given maximum opportunity to govern themselves. Each fall the residents of the women's dormitories elect officers who constitute the House Council. Counselors in men's and women's dormitories work closely with the students in resolving dorm problems and in planning improvements and activities. Students also participate in the College commission charged with setting those regulations which apply to all College residences.

Fraternity Houses On and surrounding the Gettysburg College campus, there are fourteen fraternity houses. These houses provide living, study, and eating facilities for the members of each social group. Fraternity officers act as residence counselors in the houses.

Dining Accommodations All freshman and sophomore men and women, except those living at home, take their meals in the College Dining Hall. However, following fraternity "rushing" and thereafter, fraternity pledges and members eat their meals in fraternity houses. Juniors and seniors may take their meals in the dining hall or elsewhere. The Dining Hall is an air-conditioned, one-story brick building, which can accommodate 750 people at one sitting.

RELIGIOUS LIFE AND CHAPEL COUNCIL

A major source of vitality at Gettysburg College is the people and programs of the Chapel and the Chapel Council. Though completely voluntary, a comprehensive Chapel program attracts students and faculty members holding a variety of religious commitments and is designed to provide opportunities appropriate to their needs and desires. One of the objectives of the College is to make it possible for students to grow in the understanding and practice of their own religious tradition, to appreciate the religious traditions of others, and to understand the relationship between faith and reason.

Corporate worship is a part of the Chapel's program; 300 students from a variety of traditions worship in Christ Chapel each Sunday. The Service is led by the College Chaplains and the Chapel Choir. There is a Roman Catholic Mass in the Chapel each Sunday evening, and a Quaker service in the Planetarium every Sunday Morning. The Churches in the community also welcome students, and their pastors participate in the on-campus Chapel programs. Smaller groups of students participate in an experimental service on Monday evenings, and in a half-hour Communion on Wednesday evenings.

The Chapel Council, composed of 30 students representing the four college classes and all student committees, meets weekly to co-ordinate 26 programs. The *Tutorial Program* provides tutors for pupils in the local schools; 100 students participate in this program each year. The *Chapel Lecture Committee* sponsors outstanding speakers and films on both religious and social issues, and supports a short term "theologian in residence." Two seminars on *Love, Sex, and Marriage* are held each year under the sponsorship of the Council. *Bible study groups* are held throughout the year by the *Pax Fellowship*, a group of Christian students working together to deepen their understanding of the Christian Faith, and by the Council.

Communities of Risk are groups of ten students and a resource person committed to an exploration of ways of being human. Each COR group meets for one overnight a week for a semester at the College Conference House. *Living in Faith Together* (LIFT) is a common interest group composed of ten students with Christian commitments to understand better their personal growth. *Five Alive* is a small group program in which five students meet weekly to share a common concern or to accomplish a purpose which they hold in common. The *Common Interest Group for Jews*, under the Rabbi's direction, meets weekly for a semester to deepen student understanding of Judaism.

The Chapel Council also operates a campus coffee house, *The In*, which is open on Saturday evenings for conversation, refreshments, and entertainment. *Pre-Seminary Students* gather each month to hear speakers and discuss their professional goals. The *Community Services Program* involves 100 students in visitation at local homes for the aged and mentally handicapped, and is the on-campus liaison for the community big brother / sister program. In cooperation with the Office of the Dean of Students, the Council sponsors a program of *Freshman Overnights*. In co-operation with the Interfraternity Council, it sponsors an all-campus fund raising event for *World University Service*. The Chapel Council formed the College's *Energy Use Planning Group*, provides support for the *Eco-Action Group*, and, with the Black Student Union, sponsors the *Committee on World Hunger*. Two programs appropriate to faculty concerns, a June *Seminar on Religious Values in Higher Education*, and a January *Faculty Retreat*, are also sponsored by the Chapel.

Through these programs, and the personal counseling done by the Chapel staff, the College provides an opportunity for the student who desires better to understand and to practice his religious commitments while attending Gettysburg.

STUDENT GOVERNMENT

The faculty and administration believe that the College community should promote the development of responsible citizenship; to this end, students are encouraged to express opinions, to initiate action, and to develop critical judgment.

Students participate in College governance by serving on various College, class, and faculty committees; through participation in Student Senate, class, or fraternity meetings; and by exercising their rights to vote in various campus elections.

Residential Life Commission The Residential Life Commission is an organization composed of members of the student body, faculty and College administration. This Commission has responsibility for studying matters pertaining to student residential life and student conduct. Business may be brought to the Commission or legislation proposed by any member of the College community. The Commission's decisions are final except in cases where the President of the College or members of the College Board of Trustees initiate a review procedure.

Student Senate The Student Senate, the principal unit of student government, works in cooperation with the administration and faculty to bring to the campus community a well-organized and democratic form of student government. It represents the students in forming school policies and works to promote cooperation among administration, faculty, and students. Members of the Senate also work with the College administration in planning improvements in the area of student life, designating student representatives to attend faculty meetings, and in approving student appointments to many faculty and College committees. The Senate conducts class elections, nominates candidates for outstanding achievement awards, and works with other college groups to plan such campus activities as Homecoming.

The Senate is presently composed of sixteen voting members. Senate meetings are held weekly and are open to any student who wishes to attend, to present ideas, and to participate in discussions.

One of the important functions of the Student Senate is to allocate funds from the Student Chest to student organizations on campus. The Student Senate also has over-all responsibility for such other functions of student government as the Honor Commission and the Student Conduct Review Board.

Honor Commission The Honor Commission, a board of nine students, elected by the student body, and faculty advisors, promotes and enforces the academic honor code at Gettysburg College. Reported honor code violations are tried before this Commission. Any student convicted of a violation may appeal his case to an Appeal Board.

Student Conduct Review Board This committee handles disciplinary cases within the student body, including individual or group violations of College rules. The Board is composed of the president of Student Senate, representatives from the Residence Hall Council, Interfraternity Council, and Panhellenic Council, and eight other students elected by the student body. Members of the faculty and administration also participate as voting members on the Board. The substance of "due process" is included in the procedures of the Board.

Residence Hall Council Any residence hall that has a duly constituted body may send an elected representative to the Residence Hall Council. A Coordinator and a Recorder / Treasurer are elected at large from those groups represented on the Council. The Council is concerned with organizing and coordinating activities and business in the residences and in making recommendations to the College administration on residential matters.

Interfraternity Council An important part of the responsibility for governing fraternities at Gettysburg College is assumed by the Interfraternity Council, an organization composed of one representative and one alternate from each social fraternity. This Council formulates and administers general policies by which fraternities abide. It also serves as a representative of the social fraternal groups to the student body, the College, and the community. During the school year it sponsors campus activities such as IFC Weekends.

Panhellenic Council Important responsibility for governing the sorority system at Gettysburg College is assumed by the Panhellenic Council, on which each social sorority is represented by two student representatives. This Council establishes and enforces the "rushing" regulations and functions as a governing body in all matters involving sororities and intersorority relations.

CULTURAL ACTIVITIES

Lectures

Through a lecture program, which complements classroom study, the College brings to the campus each year well-known scholars and outstanding figures in public life. In this way, the College extends the student's view beyond the confines of the College community. In addition to the general lecture series sponsored by the College, the following special lectures are given regularly:

The Robert Fortenbaugh Memorial Lectures An endowment provided by Clyde E. (1913) and Sara A. Gerberich supports a series of lectures and other programs in the Department of History. The lectures are dedicated to the memory of Dr. Robert Fortenbaugh (1913), who served the College for thirty-three years as Chairman of the Department of History. Each year since 1962 an authority on the Civil War period has lectured on a topic related to those years. These lectures, presented in November to coincide with the anniversary of Abraham Lincoln's Gettysburg Address, are open to the public.

Stuckenbergs Lecture A bequest from Mary G. Stuckenbergs in memory of her husband, the Rev. J. H. W. Stuckenbergs, enables the College to sponsor a lecture in the general area of social ethics.

Bell Lecture A fund from the estate of the Rev. Peter G. Bell (1860) was given to the College to establish a lectureship on the claims of the gospel ministry on college men. The main object of this foundation is "to keep before the students of the College the demand for men of the Christian ministry and the condition of the age qualifying that demand."

John B. Zinn Seminars These seminars, established by the Chemistry Department in honor of John B. Zinn (1909), Professor of Chemistry, Emeritus, bring men of outstanding ability in the field of Chemistry to present seminars on topics of current interest to the College community.

Performing Arts

By sponsoring student organizations and department programs, the College encourages students to participate in various performing arts and provides an opportunity for those with

special talent to develop and share that talent. The College also brings to the campus each year performances in dance, drama, vocal and instrumental music by recognized professional groups and individuals.

The Gettysburg College Choir The Gettysburg College Choir has received international recognition. This choir appears at special services and gives concerts on campus. Each year it makes a twelve-day concert tour, presenting concerts in churches and schools. By means of auditions held at the beginning of each school year, choir members are selected for voice quality, trueness of ear, musical feeling, and general intelligence.

Chapel Choir The Chapel Choir performs at chapel services and at special services and concerts during the year. The members of this choir are also selected on the basis of ability and willingness to meet the rehearsal and service requirements.

Marching Band The Gettysburg College Marching Band opens its fall season with a band camp in preparation for performances at football games, rallies, and parades. The Band also hosts an annual High School Band Day.

Symphonic Band Auditions for the Symphonic Band are based on instrumental tone quality, technique, and musicianship. Besides the home appearances, an annual tour is taken to nearby communities and neighboring states.

Membership in small ensembles, such as the clarinet choir, the percussion ensemble, the woodwind quintet, and the brass and jazz ensembles, are open to qualified musicians.

Orchestra The Gettysburg College Orchestra performs concerts throughout the academic year. Membership is open to all students who have the necessary proficiency. Auditions are held at the beginning of each school year.



The Owl and Nightingale Players Established in 1914, Owl and Nightingale, under the direction of the Director of Drama, each year offers four major productions. The program is a varied one, with works drawn from classical, contemporary, avant garde, and musical theatre. In addition to the major productions, the Players also offer a Laboratory Theatre which produces a dozen one-act plays each year, many of which are frankly experimental and some of which are the work of campus playwrights. In both major and laboratory productions, students are afforded the opportunity of gaining experience in all areas of theatre, from acting and directing to scene design, lighting, costuming, and newcomers are almost always to be found alongside veteran performers.

Modern Dance Group Included in the Performing Arts Program is the Modern Dance Group which, through workshops and performances, encourages students to participate in dance, and to attend modern dance performances at Gettysburg and theatres.

The CPC Summer Theatre Practicum This is an offering of the Central Pennsylvania Consortium, housed on the Gettysburg Campus. While offering cultural stimulation to both campus and community, the Theatre, with its company of professional performers, provides the focus for the Theatre Practicum, a college credit course whose members serve in supporting roles and assist in the technical aspects of the theatre's life. The company offers an interesting balance of modern classics, Broadway and Off-Broadway hits and avant garde works not generally performed in summer theatre.

STUDENT COMMUNICATION MEDIA

Every community needs to keep its members in contact with each other and with the rest of the world. On the Gettysburg campus student communication media not only inform the members of the community, but also afford students an opportunity to express their ideas effectively and to learn the practical necessities of working with newspapers, radio stations, magazines, and yearbooks.

The Gettysburgian The College newspaper is staffed by students who are responsible for editing, feature writing, news writing, layout, personnel management, subscription management, and circulation. This newspaper is published weekly and carries news, feature articles, and editorials concerning activities on and off campus.

The Mercury The poems, short stories, and illustrations published in *The Mercury* are contributed by students. The student editorial staff encourages creative writing within the campus community.

The Gettysburg Review A biannual scholarly journal, *The Gettysburg Review* is the major concern of the Academic Publishing Board, a group of students interested in publishing student academic work of outstanding merit. The activities of this Board are sponsored by the Student Senate.

The Spectrum A pictorial essay of life on campus is featured in the College yearbook. Staffed by students, the yearbook offers the opportunity for creativity in design, layout, photography, and writing. *The Spectrum* covers the full academic year, including commencement weekend. It is mailed to graduating seniors and distributed to underclassmen at fall registration.

WWGC The College radio station is the voice of the campus. Student managed and staffed, it broadcasts a variety of programs throughout each week from its fully equipped studios in the College Union. WWGC is organized like a professional radio station and offers positions for announcers, disc jockeys, newscasters, engineers, music librarians, and typists, as well as jobs in production, continuity, and advertising.

STUDENT ORGANIZATIONS AND ACTIVITIES

Honorary Organizations A college community is primarily a community of scholars who pursue the goals of a liberal education and develop proficiency in a particular field of interest. In such a community, all scholars are honored but especially those who have achieved high academic performance. An honorary society, as the term implies, honors scholars, and membership in it also carries honor. These societies, some national and some local, have been established to recognize individual scholastic achievement and to motivate students to achieve academic excellence. Although honorary organizations differ in their requirements for membership, most require academic competence in general plus academic excellence in one particular field.

Phi Beta Kappa Phi Beta Kappa, established on the Gettysburg College campus on January 11, 1923, is a national academic honorary fraternity. Normally not over ten percent of the senior class may be elected to membership each year. Candidates must show promise of both intellectual and moral leadership. They must show evidence of a liberal program of study as well as possess a distinguished academic record. Gettysburg College faculty members who belong to Phi Beta Kappa elect students to the Gettysburg chapter.

Departmental, Professional, and Honorary Societies Within the College community each student should be able to find one activity which interests him. By participating in certain chosen activities, a student is able to develop and express talent, and to practice working with members of a group to achieve a common goal.

Alpha Phi Omega: service fraternity

Alpha Psi Omega: national dramatic honor fraternity

Arnold Air Society: a military society for students excelling in Air Force ROTC

Beta Beta Beta: a society for students of biology

Delta Phi Alpha: A German language society

Eta Sigma Phi: an undergraduate fraternity for students of the classics

French Club

Music Educators' National Conference: organization for future music educators

Phi Alpha Theta: fraternity for majors in history

Phi Mu Alpha: men's music fraternity

Physical Education Majors Club

Pi Delta Epsilon: journalistic society

Pi Lambda Sigma: fraternity for majors in political science and economics

Psi Chi: organization for students in psychology

Sceptical Chymists: an organization of students in chemistry

Sigma Alpha Iota: women's music sorority

Sociology Club

Spanish Club

Society for Physics Students: Student Section of the Professional Society, affiliated with the American Institute of Physics: open to all students interested in physics

Women's Athletic Association

College Union The College Union is the center of residential living at Gettysburg College. Daily scheduled and spontaneous activities take place in the College Union attracting many from throughout the campus community. Programming in the College Union utilizes its facilities daily.

Located on the first floor of the College Union is a ballroom which provides space for concerts, lectures, movies, dances, theatrical productions, and various special events.

The "Bullet Hole" (Snack Bar) serves as an informal meeting place for the campus community. A United States Post Office Substation is located here providing the entire campus convenient postal services and students' post office boxes.

Students may purchase textbooks in the College Bookstore. Also available in the Bookstore are contemporary and classical reading selections, school supplies and sundries.

Adjacent to the Bookstore is the Main Lounge where students may meet together informally. Also available here are various newspapers and magazines for student enjoyment.

The Main Desk of the College Union serves many functions for the campus. It is the campus information and activities scheduling center. It also disburses games equipment, playing cards and records.

On the second floor of the Union are the offices of Student Senate and WWGC, the student operated and managed radio station. Also located on the second floor are sound proof listening rooms (students may check out records at the main desk or bring their own), a recreation room, a television lounge, and meeting rooms for the convenience of student and faculty organizations. The second floor lounge, which may be used for studying, meetings, or visiting with friends, has nine showcases which contain scheduled art exhibits throughout the year ranging from continental batik artists and craftsmen to oriental toys and European exhibits.

Recreation facilities located in the College Union include six American Bowling Congress sanctioned bowling lanes, an olympic six lane swimming pool, areas for billiards, bridge, chess and table tennis.

The activities sponsored by the College Union are coordinated by the College Union Board, which is comprised of students divided into various committees responsible for specific functions. The committees originate, plan, coordinate and publicize activities and facilities. Some of the activities offered are a film series of recently released popular films, oldies, classics and foreign

masterpieces; popular concerts featuring rising stars, as well as established big name groups; tournaments, such as table tennis, bowling, and chess; arts and crafts center operation and many other special or new and innovative programs.

The College Union also provides publications of interest to the campus community: *Potpourri*, published six days a week, contains commentary and announcements; *This Week at Gettysburg*, a daily listing of activities published weekly; and the annual *Activities Calendar*.

Social Fraternities and Sororities On the Gettysburg College campus there are fourteen men's social fraternities and six women's sororities. All but one of these groups are nationally affiliated. These fraternal groups extend invitations for membership after a "rushing" period which takes place at the beginning of the spring semester. Each of these groups recognizes that the primary purpose of the College is academic. Thus, each fraternal group encourages scholarship and sets academic standards as a criterion for initiation.

Women's Sororities

Alpha Delta Pi	Chi Omega	Gamma Phi Beta
Alpha Xi Delta	Delta Gamma	Sigma Kappa

Men's Fraternities

Alpha Chi Rho	Phi Gamma Delta	Sigma Chi
Alpha Tau Omega	Phi Kappa Psi	Sigma Nu
Kappa Delta Rho	Phi Sigma Kappa	Tau Kappa Epsilon
Lambda Chi Alpha	Rho Beta	Theta Chi
Phi Delta Theta	Sigma Alpha Epsilon	



ATHLETICS

On the Gettysburg College campus there is an extensive program of intercollegiate and intramural athletics for men and women. It is, therefore, possible for all students of the College community to participate in some supervised sport. For those who display particular athletic skills and interest there are the varsity teams. For others there is the opportunity to participate in the intramural program for which competitive teams are organized from the fraternities, sororities, and non-fraternity groups. Students are admitted to all athletic contests on campus by showing their College identification card.

Intercollegiate Athletics Gettysburg College maintains membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, the Middle Atlantic States Athletic Conference, and The Association for Intercollegiate Athletics for Women.

The intercollegiate program for men includes football, soccer, cross country, basketball, wrestling, swimming, baseball, track, tennis, golf, lacrosse, and rifle teams. The program of intercollegiate athletics for women includes field hockey, basketball, lacrosse, tennis, and swimming.

The cheerleaders and the Varsity G-Club support the athletic program of the college.



Intramural Sports The Council on Intramural Athletics and Recreational Activities operates extensive intramural programs for all students. This Council, composed of student, faculty, and staff representatives from the Health and Physical Education Department, the Women's Athletic Association, the Interfraternity Council, and the College Union Board, plans and promotes free, voluntary sport activities during free time. For men, these include touch football, soccer, cross country, basketball, wrestling, volleyball, swimming, bowling, billiards, chess, table tennis, badminton, tennis, softball, and track. Women students participate in intramural basketball, volleyball, swimming, bowling, table tennis, badminton, skiing, skating, tennis, and softball.

STUDENT SERVICES

Dean's Offices The Office of the Dean of Students, located on the second floor, east wing of Pennsylvania Hall, becomes involved with many of the academic problems which students encounter. Schedule changes, academic deficiencies and student petitions to the Academic Standing Committee are handled by this office, working in conjunction with the individual student's advisor. The Associate and Assistant Deans, located in the same area of Pennsylvania Hall, assist students with problems of housing and with fraternity and sorority matters. Also, they frequently are concerned with questions of discipline.

The Dean of the College, whose office is on the third floor, east wing, of Pennsylvania Hall, handles matters relating to faculty procedures and actions. The Assistant Deans of the College advise students concerning study programs abroad, January Term programs, medical and dental school admission requirements, and minority student matters.

Student Health Service Since continuity of medical information is of value to a student away from home, a complete physical examination before entering College is required. The report of this examination is kept confidential and remains on file at the Student Health Service. It should include a record of all allergies, especially to drugs; a history of injuries, especially those affecting the joints; all chronic diseases; and a physician's opinion in regard to restriction of activities.

The College maintains a health service for the benefit of all students. An agency of this service is a well-equipped College Infirmary, with twelve double rooms for in-patients, a two-bed isolation room, a kitchen, and treatment, examining, and consultations rooms, plus nurses' quarters. A staff of registered nurses and three physicians provides twenty-four-hour service during the school year for those students requiring medical attention.

The College Health Service provides treatment in the Infirmary of minor medical ailments contracted while the student is at the College, routine care of chronic illnesses, and treatment of minor injuries. Simple drugs and dressings are provided by the College; other medication not in stock is at the student's expense. Students with major illnesses or injuries are referred to specialists or are admitted to the local hospital.

Periodic follow-up examinations recommended by family physicians, and physical examinations for athletic activities are performed in the Infirmary. Some forms of physiotherapy are available in the Infirmary or, if advised by the College Physician, in the Physical Education Department. The Physician recommends consultation with specialists, X-rays, and major laboratory tests when needed to establish diagnosis. The cost of X-rays and other diagnostic

procedures and physiotherapy treatments prescribed by the College Physicians is borne by the students.

Parents or guardians of students admitted to the College Infirmary will receive a notification of this admission. In case of more serious illness or accident, the family will be informed by telephone.

Counseling Services The Office of Counseling Services offers many services available at a student's request and free of charge.

Career Counseling The emphasis is on assisting the student in clarifying his interests and goals in respect to his future career. A vocational library is maintained to provide information that can help the student explore the various careers in which he or she is interested and qualified.

Although much of the planning for graduate school is done in conference with the student's advisor, this office maintains a library of graduate school catalogues, graduate and professional school reference books, a file of available fellowships, and data concerning recent applications by Gettysburg students to specific graduate schools.

The office also serves as an official examining center for the Graduate Record Exam, the Law School Admissions Test, the National Teachers' Exam, the federal civil service exam, and other nationally administered programs.

Auxiliary Services Other resources available through the Office of Counseling Services include individual and group testing, study-skills instruction, drug information, and small personal-growth encounter groups.

Teacher Placement The College maintains a free Teacher Placement Bureau to assist seniors and graduates in securing positions and to aid school officials in locating qualified teachers. All communications should be addressed to the Director of the Teacher Placement Bureau.

College Placement The College operates a general placement service for its students and alumni. The Director of Career Counseling arranges for employment personnel of many business and government organizations to meet students for personal interviews. In the Counseling Services offices there is a library of materials on career possibilities. Students who wish aid when planning a career should visit the Director of Career Counseling at any time during their undergraduate careers.

Opportunities for job interviews with company representatives are available during the Spring Term for graduating seniors. In cooperation with the other member colleges of the Central Pennsylvania Consortium — Dickinson, Franklin and Marshall, and Wilson — a joint listing of company representatives planning to visit all four campuses is made available. Gettysburg students are encouraged to sign up for interviews at any campus.

Departmental Placement The administration and major advisers informally assist students in securing employment or placement in graduate school. The Counseling Services Office maintains a wide selection of graduate school catalogues for student reference. Four times a year the Graduate Record Examination is given on the Gettysburg campus for those students who plan to enter a graduate school.

STUDENT CONDUCT

Every community has certain regulations and traditions which each member is expected to abide by and uphold. Only in a community of mature and responsible citizens can there be an atmosphere which will contribute to the liberal arts education. Consequently, the student who fails to support the objectives of the Gettysburg College community forfeits his right to continued membership in it. The College reserves the right to dismiss any student whose conduct is detrimental to its welfare or whose attitude is antagonistic to the spirit of its ideals. Such an individual forfeits all fees which he has paid.

At the beginning of each school year the Dean of Students issues a *Student Handbook* which contains an official Summary of Regulations and many of the academic and social rules in effect at the College. Since each student is responsible for observing these rules, each should become thoroughly familiar with the Handbook. Violations of social and conduct regulations are normally handled by the Student Conduct Review Board.

Before a student decides to apply for entrance into Gettysburg College, he or she should be aware of the rules governing student conduct. A complete copy of the rules and regulations may be obtained by writing to the Dean of Students. Some of these are listed below for the benefit of prospective students.



Alcohol Policy The College does not encourage the use of alcoholic beverages by students. Pennsylvania State Law provides that any person less than 21 years old who attempts to purchase, purchases, possesses, consumes, or transports any alcoholic beverage within Pennsylvania is subject to fine or imprisonment or both. The College expects the student to know and obey this law and its provisions. The College will not accept the responsibility for enforcing this law, but neither will the College in any way impede the legitimate efforts of the state to do so. Inappropriate behavior following the consumption of alcoholic beverages will be subject to disciplinary action by the College.

On-campus drinking is limited to residential living units, and to other areas identified as acceptable for this purpose by the College administration. Drinking or carrying of open containers of alcoholic beverages outside of these specified areas is strictly forbidden.

Students are expected to conduct themselves in an appropriate manner at all times. Inappropriate behavior following consumption of alcoholic beverages — e.g., behavior which disturbs others, causes embarrassment, personal injury, or property damage, driving an automobile or motorcycle under the influence of alcohol, and any effort to induce or force a student to drink against his expressed desire — shall be considered serious offenses and such cases will normally result in a minimum penalty of disciplinary probation, although this is not mandated.

College Policy on Drugs and Narcotics Illegal possession or use of drugs or narcotics is subject to disciplinary measures, including suspension, by the College.

Visitation Hours Policy The College recognizes a natural desire on the part of many students to entertain and mix socially with members of the opposite sex. For this reason the College supports visitation privileges in campus residences. At the same time, the institution has a positive obligation to protect the right of the individual to reasonable privacy because the learning process depends on extensive reading and thinking in solitude; residence halls are one of the appropriate places for study.

In an effort to avoid conflict between the above mentioned rights and privileges, and in order to provide a reasonable security in College residences, the Residential Life Commission believes that visitation in private quarters of residence halls should normally be limited to weekends and special occasions. Thus in College residences the normal visiting hours shall be:

Friday evening	10 A.M. — 1 A.M. (2 A.M. on special weekends)
Saturday	10 A.M. — 2 A.M.
Sunday	10 A.M. — 12 midnight

Any living unit (residence hall floor, cottage, or fraternity) may further limit the "open" hours by a two-thirds majority vote of the residents. In addition to those hours specified above, visiting may take place in designated public areas of all residences.

In the case of upperclass residences, there may be reason for permitting more extensive visiting privileges. Thus, by two-thirds majority secret ballot vote of all those in a living unit any upperclass unit, and freshman units beginning with the spring term, may petition the Associate Dean of Students for regular weekday visiting hours. The closing of the upperclass women's residences (12 midnight) will be the latest hour for conclusion of such visiting privileges. Based upon the Associate Dean of Students' estimate of the reasonableness of the request and the

adequacy of enforcement procedures, such a request may be granted or denied. If granted, it may be rescinded at any time that, in the judgment of the appropriate dean, it is considered to have been abused, or at any time that the living unit, by simple majority vote, decides to revert to the regular institutional visiting hours or something more restrictive.

Residence hall counselors, residence coordinators, fraternity executive committees, and house councils or governments share responsibility in the enforcement of the hours in effect in residences, much as these bodies presently share in the enforcement of other college and dormitory initiated regulations. Other College officials also have responsibility in the area of enforcement, and at the initiative of the Dean of Students' Office, the Student Conduct Review Board will hear cases involving violations. Enforcement responsibilities also include infringement upon the rights of others, especially the right to privacy and reasonable quiet.

When a residence is scheduling a social event (as distinguished from merely open visitations), the usual petition for such is to be presented by the head of the organization to the Dean of Students' Office.

Other regulations for visitation privileges may be developed by the Residence Hall Council, or by the individual residences for their living units.

Statement on the Rights and Responsibilities of Students Believing that it is sensible and right for all students to be fully aware of their obligations and opportunities as Gettysburg College students, the College published in January, 1974, a statement entitled, "The Rights and Responsibilities of Students". This document is the result of discussions and conclusions reached by a student-faculty-administrative committee. It deals with such questions as the academic, citizenship, and governance rights and responsibilities of students. Ultimately, the final statement was approved by the Gettysburg College Board of Trustees. It is distributed to all students of the College. Prospective applicants may receive a copy by writing to the Office of the Dean of Students.

FACILITIES

The Gettysburg College campus dates back to the construction of Pennsylvania Hall (Old Dorm) in 1837. The present 200-acre campus includes 40 buildings providing excellent facilities suitable for a modern academic community. In the maintenance and expansion of its campus facilities through the years, the College has been able to count on the loyalty and support of its alumni and the generous assistance of individual donors, churches, foundations, and the Women's League of Gettysburg College.

The Library The College Library is located in the Schmucker Memorial Library Building. There are two departmental libraries, Chemistry in Breidenbaugh Hall and Physics in Masters Hall. Total collections exceed 212,000 volumes, 38,000 microforms, 68,000 governmental publications, over 5,000 records and extensive slide, filmstrip and other audio-visual media. The Library subscribes to about 1,400 journals.

Information on Library hours, services and usage is set forth in the leaflet entitled *The Open Door*, available in the Library to everyone. Thorough familiarity with it is recommended.

Gettysburg College's library facilities extend far beyond the campus through the College's membership in the Area College Library Cooperative Program, the Pennsylvania Union Catalog, and the Central Pennsylvania Consortium. Faculty and students are encouraged to make use of



these broader facilities which, in conjunction with the Interlibrary Delivery Service, make the resources of many other libraries readily available.

Academic Classrooms, Laboratories The major classroom building at Gettysburg is Glatfelter Hall, an imposing stone building erected in 1888 and distinguished by its tall clock tower. On the Second floor is the Theatre Laboratory Studio which offers multiple staging opportunities. McKnight Hall, dating to 1898, is the center for modern language study with a fully equipped language laboratory. Additional language facilities are housed in the Classics Building. The White House is now used by the Political Science Department for offices and some classroom space. Weidensall and Stahley Halls, built in the 1920's, provide classrooms and offices for several academic departments. Brua Hall, constructed as a chapel in 1890, now serves the Music Department with studios, classrooms, and a recital hall. The Aerospace Studies and the Military Science Departments are housed in the West Building.

Breidenbaugh Science Hall, built in 1927, contains the lecture halls, classrooms, and laboratories of the Chemistry Department. Similar facilities for Physics were provided in 1961 with the completion of Masters Hall, which received the addition of the Hatter Planetarium in 1965. The Hatter Planetarium contains a Spitz A3P planetarium projector in a 30-foot dome. The projector, along with auxiliary projectors and sound equipment, is used for instruction in astronomy classes. Both the observatory and the planetarium are open to the College and local community for programs of general interest.

The Observatory, located at the northwest corner of the campus, houses a sixteen-inch Cassegrain telescope on an asymmetrical three-quarter ton, equatorial mounting. Qualified students have the opportunity to pursue special studies in areas such as astronomical spectroscopy, photoelectric photometry, and photography.

McCreary Hall, opened in 1969, provides modern laboratory and research facilities for the Departments of Biology, Psychology, and Sociology and Anthropology.

Computer The Computer Center is located in a separately air-conditioned area in Glatfelter Hall. The Center contains an IBM 1130 computer system consisting of a three-disk central processing unit, a card read-punch, a line printer, a 30-inch plotter, a card sorter, card punches, and a paper tape reader.

The Computer Center was established to meet the ever increasing demands in education and research. The Center may be used by any student or faculty member, although priority is given to students enrolled in courses that require use of the computer and to faculty and students engaged in research.

Athletic Facilities Eddie Plank Memorial Gymnasium, Henry T. Bream Physical Education Building and John A. Hauser Fieldhouse house the College athletic facilities. Constructed in 1962 and 1973 respectively, Bream gym and Hauser fieldhouse contain six regulation basketball courts, four tennis courts and a 1/11-mile indoor Chem-turf track. The gym holds 3,000 spectators for varsity basketball and wrestling.

There are six athletic fields: Musselman Stadium, which seats 6,176, and contains the football field and quarter-mile cinder track; the baseball field, located west of the stadium; two areas for soccer and lacrosse; the intramural areas which contain tennis courts, soccer, softball, football and hockey fields; and Memorial Field, adjacent to Plank Gymnasium, which is utilized by the women's hockey and lacrosse teams. There is a battery of six intercollegiate tennis courts adjacent to Musselman Stadium.

A swimming pool of olympic dimensions, located in the College Union Building, is utilized by the men's and women's varsity swimming teams, and is used for intramural and recreational swimming.

Administrative Offices Pennsylvania Hall, originally opened in 1837, has been completely renovated. It was rededicated October 24, 1970. It now provides modern offices and facilities for the administrative personnel.

The house at 300 Carlisle Street, formerly used as the on-campus residence of the President of the College and as the office of General Eisenhower, was dedicated as the Dwight David Eisenhower House October 14, 1970. It now houses the Admissions Offices.

Living and Dining Facilities Women's residence halls have attractive rooms for their residents, lounges, and recreational rooms, and an apartment for the residence coordinator. There are presently five residence halls for men. Each of these dormitories provides residents with double rooms, a lounge, and tiled baths. All College residence halls have been erected since 1950, except for Huber Hall (1917) and Stevens Hall (1868). Christ Chapel, the College Dining Hall, the College Union Building, and Sieber-Fisher Infirmary are located near the living area on campus, and were constructed in 1953, 1958, 1959, and 1960 respectively.

The College Conference House The Dean of Students' Office has responsibility for a small house on the northern portion of the College campus. The house, which includes kitchen and overnight facilities, is used by students, faculty, and staff members for small group meetings. The Chaplains make use of the house for several small group programs sponsored by the Chapel Council. Residence hall counselors, faculty advisers, and members of the student personnel staff also schedule luncheon, dinner and overnight meetings with student groups.



ADMISSIONS, EXPENSES, AND FINANCIAL AID

ADMISSION POLICY

Gettysburg College students come from a variety of backgrounds and secondary school programs; the College welcomes applications from students from differing ethnic, religious, racial, economic, and geographic settings. The Admissions Staff seeks to identify applicants who have demonstrated a capacity for academic achievement, responsiveness to intellectual challenge, eagerness to contribute their special talents to the College community, and an awareness of social responsibility. Such persons give promise of possessing the ability and the motivation which will enable them to profit from the many opportunities that the College offers.

Since the competition for admission is keen, the Admissions Staff gives careful consideration to each application. Its decision is based on three categories of evidence described below.

Evidence of high academic attainment as indicated by the secondary school record The College requires no fixed number of secondary school units for admission. It normally assumes graduation from an approved secondary school, and it considers grades in academic courses, distribution of subjects, and rank in class as highly significant parts of the applicant's credentials. Participation in accelerated, enriched, and advanced placement courses is desirable. The College regards superior facility in the use of the English language and an understanding of fundamental mathematical processes as essential to a successful college experience.

Evidence of ability to do good college work as indicated by aptitude and achievement test results The Scholastic Aptitude Tests of the College Entrance Examination Board or the test results of the American College Testing program are required of all candidates. The College prefers that the C.E.E.B. tests be submitted. C.E.E.B. Achievement tests are not required to complete an application but will be utilized if submitted.

Evidence of personal qualities The College seeks evidence that the applicant is a person of good moral character and social habits enabling him to contribute to the success of the College community. Such contributions should be appropriate to his or her talents, whether these be leadership in campus programs, involvement in the welfare of others, expression of artistic creativity, or the quiet pursuit of scholarly excellence. In estimating such qualities the College relies on confidential statements from secondary school principals, headmasters, and guidance counselors, and on personal appraisals by its alumni and friends.

ADMISSION PROCEDURE

The student interested in Gettysburg College should submit an application during the fall of his or her senior year and no later than February 15. A nonrefundable fee of \$15 must be sent with the application. Although not required, a visit to the campus and an interview with a member of the Admissions Staff is strongly urged. A student considering a major in art, music or



physical education should make his or her interest known when requesting an interview, so that arrangements can be made for an appointment with a member of the department concerned. Seniors should plan their visits before February 1; juniors, after April 1.

OFFERS OF ACCEPTANCE

The Early Decision Plan The student with a strong record through the junior year of secondary school who has decided on Gettysburg College as the College of his or her first choice, may submit an application for Early Decision acceptance. The application must be received by November 15 of the senior year. Those students accepted under this program are obligated to enroll at Gettysburg College and to withdraw applications submitted to other institutions. Notification of the decision on admission will be made during the first week in December. Payment of a nonrefundable advance fee of \$100 is required to validate this offer of acceptance.

The Early Decision applicant should take the Scholastic Aptitude Test no later than June following the junior year. Some students submitting applications for Early Decision who are not offered acceptance will be considered for admission under the Regular Decision Plan upon receipt of grades and test scores from the senior year.

The Regular Decision Plan To be assured of maximum consideration, students should present applications by February 15. Most offers of acceptance will be announced by April 1 after the receipt of November, December, or January Scholastic Aptitude Test and Achievement Test results and senior first-semester grades. College Entrance Examination Board Tests taken prior to the senior year may be used to satisfy test requirements.

Payment of a nonrefundable advance fee of \$100 is required to validate this offer of acceptance. Since Gettysburg College subscribes to the principle of the Candidate's Reply Date, the student has until May 1 to make his or her decision and pay his or her advance fee.

A student offered acceptance under either plan is expected to continue to do satisfactory work in all subjects and to earn a secondary school diploma.

ADMISSION WITH ADVANCED CREDIT AND PLACEMENT

Students who have taken college-level courses in secondary school and wish to be considered for advanced credit or placement must take Advanced Placement tests of the College Entrance Examination Board. The student earning a score of 3 or higher on these tests may be given advanced credit or placement on the recommendation of the chairman of the department concerned after review of the test paper. Students who have completed advanced level or honors courses may be considered for advanced placement.

Those high school students who have taken regular courses at the college level in regionally approved junior or senior colleges may receive credit for these courses if no duplication of high school units and college credits is involved. This credit must be approved by the Chairman of the Academic department involved.

ADMISSION OF TRANSFER STUDENTS

A transfer student may be admitted at the beginning of any term. He or she must present a regular application, including secondary school records and College Entrance Examination Board Test results and an official transcript from all colleges and universities attended. He or she must be entitled to an honorable dismissal without academic or social probation from the college from which he or she transfers, and must be recommended for transfer by the Dean of the College previously attended. A transfer candidate is expected to visit the campus for an interview.

Gettysburg College requires sound academic performance in previous college work for consideration for admission of transfer students. Credit is granted for individual courses passed with a grade of C or better at approved institutions, provided that these courses fit reasonably well into the Gettysburg curriculum. Academic credit for courses transferred is granted tentatively until the student has satisfactorily completed one year of work at Gettysburg College. All transfer students must satisfy all requirements for the degree for which they are candidates.

ADMISSION AS A SPECIAL STUDENT

A high school graduate, not a candidate for a degree, may apply for admission for one or more courses as a nonmatriculated student.

Taking courses as a Special Student requires the permission of the instructor of the course involved, as well as the filing of an application for Special Student status with the Admissions Office. A Special Student who might later wish to become a candidate for a degree must submit an application under regular admission procedures.

COMPREHENSIVE ACADEMIC FEE PLAN

Gettysburg College charges a comprehensive academic fee covering the three terms of the academic year. Not included in this fee are books and supplies, a gym equipment fee for freshmen and sophomore men, some private lessons in music, and optional off-campus courses in the January term.

The fee applies to each full time student: one taking three or four courses in the fall and spring terms and one course in the January term. With the following exceptions, any courses beyond four courses in the fall and spring terms require additional charges of \$330.00 per course or \$85.00 per quarter course. There is no additional charge for the quarter courses in the required program in Health and Physical Education or, for majors in that department, for the required quarter courses in the junior and senior years. Courses involving private lessons in Applied Music require extra fees; music majors are permitted some of these courses within the comprehensive fee. For details, see the Health and Physical Education and Music Department listings.

Comprehensive Academic Fee 1975-76	\$3,150.00
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Board

College Dining Hall	\$ 650.00
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Room Rents

Costs for all College living facilities	\$ 470.00
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Single rooms	\$ 630.00
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Estimate of Total Expense for an Academic Year

Comprehensive Academic Fee	\$3150.00
Board	650.00
Dormitory Room	470.00
Books and Stationery	200.00
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	\$4,470.00

This tabulation does not include personal expenses such as clothing, laundry, spending allowances, fraternity dues, and transportation.

SPECIAL STUDENTS

Any student who is not a candidate for a degree and who is enrolled in a program comprised of less than three courses in the fall or spring term will be charged at the rate of \$350.00 per course or \$90.00 per quarter course.

PAYMENT OF BILLS

Although the College operates academically with a three-term calendar, fiscally the College divides the student's charges into two half-year billings: the first due and payable on August 15 and the second due and payable on January 10. Each student candidate for a degree will be billed for one-half of the yearly comprehensive academic fee, room rent, and board charges

before the beginning of the fall and January terms. Special students will be billed on a per course or quarter course basis and for room and board, if applicable, before the beginning of each of the three terms. Checks should be made payable to Gettysburg College and sent to the Bursar, Gettysburg College, Gettysburg, Pa. 17325.

Of the advanced payment of \$100 made under either the early or regular acceptance plans, \$75 is credited to the first term bill and the remaining \$25 is credited to the reserve deposit. This deposit is used to pay for minor charges such as laboratory breakage, infirmary meals, and room damage.

Every continuing student in College is required to pay a fee of \$100.00 at spring registration. This amount is deducted from the student's first term College bill. No refunds of this fee will be made after July 1.

No student will be permitted to be graduated, or receive a transcript of record or statement of honorable dismissal until all financial obligations to the College and community have been met.

VETERANS' ADMINISTRATION BENEFITS

Gettysburg College has made arrangements with the Veterans Administration whereby children of veterans attending College under the provisions of Public Law 634 are eligible to receive monthly payments from the Veterans' Administration in accordance with the scale established by the law.

INSURED TUITION PLAN

The Insured Tuition Payment Plan of Boston is a combination of a prepayment installment plan covering four years of college expenses and an insurance policy guaranteeing payment for completion of the four years in the event of the death or total disability of the person financing the student's education. It is available to all entering students through Mr. Richard C. Knight, 6 St. James Avenue, Boston, Massachusetts. Parents may write directly to Mr. Knight for information and contract. The Director of Admissions will mail a brochure of information to all new students on or before June 1 of each year.

BOARD

Junior and senior men and women and fraternity pledges and members may choose to take their meals off campus or be served in the snack bar or the Dining Hall on an individual meal basis. All other students must take their meals regularly in the College Dining Hall on a term basis.

RESIDENCE HALLS

As far as accommodations will permit, all women and freshman and sophomore men must room in the College's residence halls. When the halls are filled, the Deans will set the procedure for off-campus housing.

Student rooms are furnished for each student with single beds and mattresses, dressers, chairs, and desks. Students provide their own pillows, bedding, spreads, study lamps, and window curtains. Student may, through the Gordon-Davis Linen Supply Co., rent for an annual fee, bed linen, towels, pillows, blankets and bed spreads; weekly laundry of the linen and towels is included in the rental fee. Coin operated washing machines and dryers are available on the campus for student use. The use of TV sets, cooking units, and refrigeration units is not permitted in student rooms.

REFUND POLICY

During either the fall or spring term refunds of Comprehensive Academic Fee and room rentals will be made only in cases where the student is required to withdraw because of the student's serious illness and will be determined according to the following graduated scale applied to the half year billing in question:

One week or less	90% refund
Two weeks or more than one week	80% refund
Three weeks or more than two weeks	60% refund
Four weeks or more than three weeks	40% refund
Five weeks or more than four weeks	20% refund
Over five weeks	No refund

During the January term, a student who withdraws because of serious illness will not be charged for that portion of the January term Comprehensive Academic Fee and room rental included in the second half-year's bill.

Students who complete the January term but voluntarily decline to enroll for the spring term are eligible for a refund equaling the spring term portion of the second half-year Comprehensive Academic Fee and room rental minus \$100.00, the latter amount being the nonrefundable registration fee.

Board refunds will be prorated at the time of withdrawal for any reason and at any time approximately in proportion to the actual period in attendance.

INSURANCE

Each student as a consequence of his or her payment of the Comprehensive Academic Fee receives coverage under a student health and accident insurance policy. Information concerning the coverage provided by this insurance is made available at the time of registration or in advance if requested.

The College does not carry insurance on personal property of students and is not responsible for the loss or damage of such property.

COLLEGE BOOKSTORE

The Bookstore in the College Union Building is operated by the College for the convenience of the students. Since it is operated on a cash basis, all students should be provided with \$200 each year to purchase the necessary books and supplies.

TRANSCRIPTS

Each student is permitted one free transcript of his or her full record upon graduation or withdrawal from College. Anyone desiring more than one must send his request to the Registrar and enclose payment of \$1 for each additional transcript requested.

STUDENT FINANCIAL AID

Although charges made by colleges and universities have risen sharply in recent years, the fact remains that in most institutions the fees paid by a student or a student's parents covers only a portion of the total cost of a student's education. In private institutions the remainder comes from endowment income and from gifts from sources such as alumni, businesses, foundations, and churches. It is therefore apparent that all students receive financial aid in some form.

Gettysburg College recognizes the primary responsibility of the student and his parents to provide as much as possible toward the total cost of the student's college education. Since an education is an investment which should yield life-long dividends, a student should be prepared to contribute to it from his own earnings, both before entering and while in college.

Gettysburg College has a program of financial aid for worthy and promising students who are unable to finance their education from personal and / or family resources. Access to such aid is considered a privilege, not a right. The qualifications for it, in addition to need, are academic ability, academic achievement and promise of contribution as a student and citizen. The amount of aid in any particular case is based upon the financial need of the student.

The College participates in the College Scholarship Service and requires all applicants to file the Parents' Confidential Statement. All Parents' Confidential Statements should be sent to the College Scholarship Service, Box 176, Princeton, New Jersey. The College also requires that a notarized or certified copy of the parents' most recent Internal Revenue Return Report (Form 1040) be sent directly to the Financial Aid Office at Gettysburg College. (Applicants for admission need not send the IRS Form 1040 unless specifically requested.)

All applications for financial aid, of those students who demonstrate financial need, are reviewed to determine eligibility for the several forms of assistance available from Gettysburg College.

Gettysburg College Grant Scholarship Grants-in-aid made available by Gettysburg College. This grant program includes the endowed scholarships.

Supplemental Educational Opportunity Grant A grant program funded by the federal government and administered by the College. The program is designed to assist students from low income families.

Gettysburg College Loan A loan program made available by Gettysburg College. The loan program includes endowed loans.

National Direct Student Loan A loan program funded by the federal government and administered by the College.

Financial aid is awarded by a faculty committee in the form of grants, loans, or a combination of these. Loans are of two kinds, those provided by the College and those available under the

National Direct Student Loan Program. Grants need not be repaid, but the College hopes that recipients will recognize that they have incurred an obligation and will therefore subsequently contribute as they can to help insure that the benefits which they enjoyed will be available to others. Approximately one-fourth of the students receives financial assistance in some form from the College. About one-half of the Gettysburg College student body receives aid from the College or other sources.

All financial aid awards are made for one year only. The Committee will consider a request for renewal and will act on the basis of the applicant's record as a student and campus citizen as well as continuing his or her financial need.

A prospective student seeking financial aid should forward the Parents' Confidential Statement to the College Scholarship Service as soon as possible after applying for admission, but no later than February 1. A student already enrolled who has previously had some form of aid should secure a renewal application from the Director of Financial Aid and should request his parents to complete this form. The renewal application should be forwarded to the College Scholarship Service no later than February 1.

There are work opportunities for a limited number of students in the College Work-Study Program. This is a federally funded program which is administered by the College. The program affords students an opportunity to pay for part of their educational expenses by working at a part-time job. A student seeking such employment must forward a Parents' Confidential Statement to the College Scholarship Service and request consideration for the College Work-Study Program from the Director of Financial Aid.

The Director of Financial Aid also assists some students not applying for financial aid in securing part-time employment during the academic year but takes no direct responsibility. These part-time positions may be on-campus or in the community.

Rules governing all types of financial aid are stated in the Summary of Regulations published by the Dean of Students, and on the financial aid agreement form.



ENDOWED SCHOLARSHIPS (GRANTS-IN-AID) STUDENT AID

Richard A. Arms Scholarship Fund The income from a fund contributed by the Class of 1924 in memory of the Chairman of the Mathematics Dept. (1920-1963) is awarded to a worthy student.

Dr. Joseph B. Baker (1901) and Rena L. Baker Scholarship Fund The income from a fund donated by the Woman's League of Gettysburg College is given to a needy and deserving student in the Music Department.

Dr. Ray Alfred Barnard (1915) Scholarship Fund The income from a fund provided by Dr. Barnard is given to a male student from the Central Pennsylvania Synod who is preparing for the Lutheran ministry.

The Rev. Sydney E. Bateman (1887) Scholarship Fund The income from the fund is awarded to a needy ministerial student.

Belt Hess-Quay Scholarship Fund The income from a fund provided by Effie E. Hess Belt (1898) in commemoration of several relatives is awarded as follows: first preference is given to a member of Grace Lutheran Church, Westminster, Maryland; second preference to any other resident of Carroll County, Maryland, who is pursuing theological studies at the College; and third preference is given to any deserving student.

Jesse E. Benner (1907) and Minerva B. Benner Scholarship Fund The income from a bequest is used to aid worthy students, preferably preministerial students.

Burton F. Blough Scholarship Fund The income from a fund contributed by a former trustee is used to aid needy and deserving students.

Henry T. Bream Scholarship Fund A scholarship fund established in 1969, the income of which is to be awarded to student athletes.

Edward B. Buller Scholarship Fund The income from a fund contributed by the Lutheran Church of the Good Shepherd, Pearl River, New York, and friends in honor of the Rev. Edward B. Buller (1923), is awarded to a deserving student, preference being given to a student from Good Shepherd congregation.

Cambridge Rubber Foundation Scholarship Fund The income from the fund given by the Foundation is awarded to a qualified male student. First preference is given to an employee or relative of an employee of Cambridge Rubber. Second preference is given to a resident of Adams or Carroll County.

Class of 1903, George S. Rentz Memorial Fund The income from the fund is used in support of the College scholarship program.

Class of 1913 Scholarship Fund The income from the fund is awarded to a needy and deserving student.

Class of 1915 Scholarship Fund The income from the fund is awarded to a needy and deserving student.

Class of 1916 Scholarship Fund The income from the fund is awarded to a needy and deserving sophomore.

Class of 1917 Schmucker-Breidenbaugh Memorial Scholarship Fund The income from the fund is awarded to a needy and deserving student or students.

Class of 1918 Scholarship Fund The income from the fund is awarded to a needy and deserving student.

Class of 1921 Scholarship Fund The income from the fund is awarded to a needy and deserving student.

Jacob C. Eisenhart and Rosa Bott Eisenhart Scholarship Fund The income from a fund established by the J. C. Eisenhart Wall Paper Company is awarded to a deserving Lutheran preministerial student.

Clarence A. Eyler (1880) and Myrtle B. Eyler Scholarship Fund The income from a bequest is awarded to a worthy Lutheran preministerial student.

Annie C. Felty Scholarship Fund The income from the fund is given to a needy and deserving student.

Wilbur H. Fleck Memorial Scholarship Fund The income from a bequest is awarded to a graduate cum laude of the Wyoming Seminary of the Protestant faith.

Dr. Daniel F. Garland (1888) Scholarship Fund The income from the fund is awarded to a deserving ministerial student.

Richard W. Gaver (1966) Memorial Scholarship Fund The income from a fund contributed by Dr. and Mrs. Leo J. Gaver in memory of their son is awarded to a worthy student, preference being given to a premedical student.

Dr. and Mrs. James E. Glenn Scholarship Fund The income from a fund contributed by J. Donald Glenn (1923) in memory of his parents is awarded to a worthy student preparing for the Christian ministry or the medical profession.

Gordon-Davis Linen Supply Company Scholarship Fund The income from a fund contributed by the company is awarded to a deserving student.

Grand Army of the Republic Living Memorial Scholarship Fund The income from a fund donated by the Daughters of Union Veterans is awarded to a needy and deserving student, preferably the descendant of a Union veteran.

Ida E. Grover Scholarship Fund The income from a bequest is awarded to a needy and deserving student.

John Alfred Hamme (1918) Scholarship Fund The income from a fund given by Mr. Hamme is awarded to a deserving student.

C. F. Hildebrand Scholarship Fund The income from a fund is used to aid worthy preministerial students.

Edgar L. Hildebrand Scholarship Fund The income from a fund established by Louis O. Hildebrand as a memorial to his son Edgar L. Hildebrand is awarded each year to worthy students of the College.

Dr. and Mrs. Leslie M. Kauffman Scholarship Fund The income from a fund donated by the Kauffmans is awarded to a deserving student, preference being given to students of Franklin County, Pennsylvania, or premedical or preministerial students.

Hon. Hiram H. Keller (1901) Scholarship Fund The income from a bequest by Mr. Keller, a former trustee, is granted on the basis of need and ability, preferably to applicants from Bucks County, Pennsylvania.

Alvin Ray Kirschner Scholarship Fund The fund was established by Mr. and Mrs. C. J. Kirschner in memory of their son who lost his life in World War I. The income from the fund is awarded to two students, preference being given to applicants from Hazelton and vicinity. Applications for these scholarships should be made directly to Mr. Carl E. Kirschner, Hazelton, Pennsylvania.

The Rev. Frederick R. Knubel (1918) Memorial Scholarship Fund The income from a fund given by John M. McCollough (1918) in memory of his classmate, is awarded to an outstanding senior ministerial student who has financial need.

Clarence Gordon and Elfie Leatherman Scholarship Fund The income from a fund given by the Leathermans is awarded to a deserving preministerial student.

The Rev. H. J. H. Lemcke (1860) Memorial Scholarship Fund The income from a fund given by Ruth Evangeline Lemcke in memory of her father is awarded to worthy male students who are graduates of Pennsylvania secondary schools.

Frank M. Long (1936) Memorial Scholarship Fund The income from a fund given in memory of Frank M. Long to worthy students.

Charles B. McCollough, Jr. Memorial Scholarship Fund The income from a fund provided by Charles B. McCollough (1916) and Florence McCollough in memory of their son and by H. R. Earhart in memory of his grandnephew is awarded to one or more worthy male students.

Charles H. May (1904) Scholarship Fund The income from a bequest by Mr. May is awarded to deserving male students from York County, Pennsylvania.

Dr. John E. Meisenhelder (1897) Scholarship Fund The income from a bequest by Dr. Meisenhelder is awarded to a deserving student.

J. Elsie Miller Scholarship Fund The income from a bequest by Mr. Miller is awarded to a preministerial student.

Miller-Dewey Scholarship Fund The income from a bequest by the Rev. Adam B. Miller (1873) is awarded to a deserving student.

Musselman Scholarship Fund The income from a fund established by The Musselman Foundation, to be awarded to a deserving student, with preference given to sons or daughters of employees of the Musselman Fruit Product Division, Pet Incorporated.

John Spangler Nicholas Scholarship Fund The income from a bequest by John Spangler Nicholas is awarded to a member of the Junior or Senior Class of sterling character and high intellectual ability in the Department of Biology, preferably zoology.

Nellie Oller and Bernard Oller Memorial Scholarship Fund The income from a bequest by Ida R. Gray in memory of her daughter and son-in-law is awarded to a deserving student, preference being given to a Lutheran applicant from Waynesboro, Pennsylvania.

Lovina Openlander Scholarship Fund The income from the fund is awarded to needy and deserving students.

The Lillian M. and William H. Patrick, Jr. Scholarship Award The income from a bequest by William H. Patrick, Jr., is awarded on a competitive basis to students with musical ability.

Willard S. Paul Scholarship Fund The income from a fund contributed in his honor by friends of the College on the occasion of President Paul's retirement and thereafter awarded to a deserving student.

Earl G. Ports (1923) Scholarship Fund The income from a fund provided by Horace G. Ports (1925) in memory of his brother is awarded to a worthy student, preferably in the Department of Physics.

Arthur E. Rice – Class of 1904 Memorial Fund The scholarship given by Arthur E. Rice in memory of his father is awarded to a needy student in the Class of 1975.

Rev. Clay E. Rice Scholarship Fund The income from a fund by Minnie Catherine Rice in honor of her husband, Rev. Clay E. Rice, is awarded to a student preparing for the ministry.

Philip P. Rudhart Scholarship Fund The income from a bequest by Emma Bennix in memory of her brother is awarded to deserving male students.

Gregory Seckler (1965) Memorial Scholarship Fund The income from a fund given by Mr. and Mrs. J. M. Arnold Sr., in memory of Gregory Seckler, is awarded to a deserving student, preference being given to an English major.

Edgar Fahs Smith Scholarship The income from a fund provided by Margie A. Smith in honor of her father, Edgar Fahs Smith, is given to a student recommended by the Chemistry Department.

James E. Smith Scholarship Fund The income from a bequest is used to aid deserving and needy students.

Mary Ann Ocker Spital Scholarship Fund The income from a bequest is awarded to a qualified male student.

Edward J. Stackpole Scholarship Fund The income from a fund contributed by the friends of General Stackpole is awarded to a deserving student, preference being given to a student in American history interested in the Civil War.

The Rev. Milton H. Stine (1877) and Mary J. Stine Memorial Scholarship Fund The income from a fund provided by Dr. Charles M. A. Stine (1901) in memory of his parents is awarded to a preministerial student.



Dr. J. H. W. Stuckenbergs Scholarship Fund The income from a bequest by Dr. Stuckenbergs is awarded to a qualified student.

Warren L. Swope Scholarship Fund The income from a fund contributed by Warren L. Swope (1943), a career diplomat, is awarded to a qualified student, preference being shown to students of American parentage who have spent a significant portion of their pre-college years abroad.

Parker B. Wagnild Scholarship Fund The income from a fund contributed by alumni and friends of the Gettysburg College Choir is given to needy and deserving students in the Music Department.

Dr. Rufus B. Weaver (1862) Scholarship Fund The income from a bequest by Dr. Weaver is awarded to deserving students.

Senator George L. Wellington Scholarship Fund The income from a bequest by Mr. Wellington is awarded to a deserving Lutheran preministerial student.

Richard C. Wetzel Scholarship The income from a fund contributed by Richard C. Wetzel is awarded to a deserving and needy student.

Jeremiah A. Winter and Annie C. Winter Memorial Scholarship Fund The income from a fund contributed by Amelia C. Winter in memory of her parents is granted to a needy and deserving student.

Norman S. Wolf Scholarship Fund The income from a fund contributed by Dr. Spurgeon M. Keeny in honor of the Rev. Norman S. Wolf (1904) is awarded to a worthy student, preference being given to a student who is fatherless.

LOAN FUNDS

Student Aid

Alumni Loan Fund Loans are available to members of the senior class who have financial need. The Alumni Loan Fund was established by the Alumni Association and augmented by individual and class contributions.

The Rev. Edward I. Morecraft (1924) Memorial Loan Scholarship Fund This fund was established by the St. James Lutheran Church of Stewart Manor, Long Island, in memory of its former pastor.

Milton T. Nafey and Mary M. Nafey Student Loan Fund A bequest from the estate of Mary M. Nafey provides a fund for student loans.

The Charles H. Rothfuss and Martha Huffman Rothfuss Loan Scholarship Fund This fund was contributed by Dr. E. Lloyd Rothfuss (1916) in memory of his parents.

OTHER AID FOR STUDENTS

Scholarships

AAL Lutheran Campus Scholarship Aid Association for Lutherans makes available scholarship funds each year to assist students who hold membership with the association in their own name. Selection of recipients is made by the College.

Aero Oil Company Scholarship The award provided annually by the Aero Oil Company is available to a needy and deserving student from the area in which it operates.

Air Force ROTC Scholarships United States Air Force Scholarships provide part or full time tuition scholarships to some students enrolling in the ROTC program. After completing their education, students enter active duty in the United States Air Force as commissioned officers. Information on these scholarships may be acquired by writing to the Air Force ROTC, Gettysburg College, Gettysburg, Pa. 17325.

Army ROTC Scholarship United States Army Scholarships provide part or full tuition scholarships to some students enrolling in the ROTC program. After completing their education, students enter active duty in the United States Army as commissioned officers. Information on these scholarships may be acquired by writing to the Army ROTC, Gettysburg College, Gettysburg, Pa., 17325.

Frank D. Baker Scholarship Fund An award available to aid worthy students in immediate need. Selection of recipients is made by the College.

Lutheran Brotherhood Scholarship Awards Three awards established by the Lutheran Brotherhood Life Insurance Society are given to juniors who are Lutherans and who qualify by reason of religious leadership, academic ability and other characteristics.

Lutheran Youth Leadership Awards Four awards established by the Lutheran Brotherhood Life Insurance Society are given to freshmen who are Lutheran and who qualify by reason of leadership, scholastic achievement, character and need.

Guy L. Moser Fund Mr. Guy L. Moser established a trust fund to support grants to needy male students from Berks County, Pennsylvania, who are majoring in American history and who rank in the upper third of their class. Applications for these grants should be made directly to the Reading Trust Company, Trustee, Reading, Pennsylvania.

Insurance Company of North America Scholarship An award provided by the Insurance Company of North America Foundation to a student with high academic ability. Applications for these grants should be made directly to the Insurance Company of North America, 1600 Arch Street, Philadelphia, Pennsylvania, 19101.

Christian R. and Mary F. Lindback Foundation Scholarship Fund The scholarship is awarded preferentially to residents of New Jersey, Pennsylvania, Delaware, or Maryland who are of high character and ability.

Presser Foundation Scholarship An award provided by the Presser Foundation, Philadelphia, is given to a qualified student in the Music Department.

Sons of Union Veterans of the Civil War Scholarship An award provided by the Sons of Union Veterans is given to a worthy student.

State Scholarship Programs

Connecticut State Scholarship An award given by the State of Connecticut to students who are residents of Connecticut. The students are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

New Jersey State Scholarship An award made available by the State of New Jersey to residents of New Jersey. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

Pennsylvania Higher Education Assistance Agency Scholarship An award given to students who are residents of Pennsylvania. The recipients are selected on the basis of financial need. Information on these scholarships should be acquired from the high school guidance office.

State Loan Program

State Guaranteed Student Loan Applications for a loan under this program may be obtained from a bank in the student's community. This is a low-interest educational loan.



ACADEMIC POLICIES AND PROGRAMS

THE HONOR CODE

An academic honor system was instituted at Gettysburg College in 1957. It is based upon the belief that undergraduates are mature enough to act honorably in academic matters without faculty surveillance and that they should be encouraged to conduct themselves accordingly. At the same time, the College clearly recognizes the obligation placed upon each student to assist in maintaining the atmosphere without which no honor system can succeed.

No student is admitted to Gettysburg College without first having signed a pledge promising to uphold the rules governing the honor system. Freshmen receive detailed information regarding these rules before they enroll. A person who would sign the pledge with reservation should not apply for admission.

Alleged violations of the honor code are handled by an Honor Commission elected by the students. Decisions of the Commission may be appealed to a student-faculty-administrative board of review.

CURRICULUM

Competence in individual disciplines and the scope and strength of critical judgment which a liberal education implies are the product of the student's willingness to make use of the opportunities offered by a liberal arts curriculum. To aid the student in selecting a major, Gettysburg College established "Distribution Requirements" to assure the student an introduction to the variety of opportunities offered by a liberal arts education.

Recently, Gettysburg College introduced a *Special Major Program* which allows a student, with the consent of two faculty members, to design interdepartmental concentrations of courses that focus on particular problems or areas of investigation, which, though not adequately included within a single department or discipline, are worthy of concentrated study. The Special Major Program permits the student to make use of the liberal arts curriculum to prepare for advanced professional study or a career. Though all students select a traditional major or design a special major, there is ample opportunity for students to choose elective courses.

January Term The Gettysburg College program is called 4-1-4; the student takes four courses during each of the fall and spring terms and only one course in the January Term. Though all students are required to take four January Terms, each is encouraged to choose courses in which he or she would not normally enroll. January Term is designed to provide the student with opportunities to take greater responsibility for his or her learning and to provide a period in which intensive study and greater educational experimentation in teaching and learning are possible.

In an effort to provide new approaches to traditional topics of study and to allow student and instructor to undertake new areas of investigation, the January Term provides opportunities for individualized study, student exchanges with other 4-1-4 colleges, interdepartmental courses, team teaching, study trips abroad, and off-campus internships. Off-campus study includes

programs that students construct, in consultation with an adviser, and which may range from making a study of the Common Market or preparing a musical production to a more traditional library research project. Such individualized study opportunities have been incorporated into departmental offerings in the form of internships conducted by the Departments of Psychology, Political Science, Sociology, Economics and Business Administration, Biology, and Education. Such variety of opportunities provide a change of pace from the pattern of the long fall and spring terms.

In the freshman year, Gettysburg students find their schedules most restricted, because they must begin to fulfill distribution requirements such as those in religion, laboratory science, social science, or literature. By beginning distribution requirements immediately, the student is better able to make use of the elective opportunities offered by the College. In the sophomore year, a student elects a major and, in consultation with a major adviser, plans a college program which will allow both completion of graduation requirements and substantial opportunity to select electives. In the last two years, students concentrate on courses in their major field. But during a student's four years at Gettysburg, a third of his or her program will be made up of elective courses. During the sophomore year, students complete their two year physical education requirement.

Students majoring in the natural sciences usually begin their specialization in the freshman year and follow a closely prescribed sequence of courses. Premedical, pre dental, or pre veterinary students must begin fulfilling pre-professional requirements in the freshman year.

A key to the quality of Gettysburg's liberal education is the atmosphere of individual freedom and personal responsibility symbolized by the Honor Code administered by the student body. The Honor Pledge, reaffirmed on all academic work submitted for grading, states that the student has neither given nor received unauthorized aid and that he or she has witnessed no such violation. The implication of this statement which is most important is that students express their understanding that the Gettysburg College community expects them to face in mature fashion their academic responsibilities and to meet those responsibilities with integrity and honesty without being policed by others. This understanding is shared by the entire College community — faculty, students, administration — and the preservation of the atmosphere of independence permitted by the Honor Code is the responsibility of the community as a whole.

A student chooses distribution requirements, begins a major, and selects elective courses in consultation with an experienced faculty adviser. Advisers do not choose for the student; rather they help students make use of the opportunities provided by a liberal arts education. A liberal education is not bestowed by the College, it is achieved by the student who takes proper advantage of the opportunities provided by the College.

THE FACULTY

The faculty are concerned primarily with their teaching tasks, and with patience, they seek to guide and cultivate the academic interest of students. These are men and women who in their dedication to teaching manifest a deep interest in what happens at Gettysburg College. In their effort to prepare students academically, the faculty attempt also to create in each student the ability to apply knowledge in the sensitive and creative manner necessary to the individual functioning in an increasingly complex society. To this end, the faculty has fashioned a

curriculum which is adaptable to the needs of individual students and that provides all students with an excellent academic foundation. Faculty seek student opinion in the task of maintaining an effective curriculum. Indeed, an important opportunity which the curriculum offers the student is the outside-of-class opportunity to work with a concerned faculty on the task of undergraduate instruction.

Student-faculty cooperation in implementing the curriculum is apparent in the capacity of faculty member as adviser. The student and adviser work out carefully and comprehensively each term's program, and this association often continues into general advice, congratulation, or casual conversation. On some occasions the faculty joins the student body to argue, to discuss, common to analyze problems and concerns and to the College community.

The faculty and students working together determine the quality of the College. As a group of men and women of varied talents and interests, Gettysburg's faculty consists of people who are both stimulating teachers and satisfying colleagues and whose concern for the students' education extends beyond the classroom. In all their professional activities, faculty members seek to support and advance the liberal arts tradition and to encourage students to develop their ability to explore and exploit that tradition creatively. At the same time, the student must bear in mind that if he or she is justified in expecting fine teachers, he or she is also obligated to provide, both by response and responsible effort, for stimulating classes.

THE ADVISING SYSTEM

The college believes that one of the most valuable services which it can render to its students is careful counseling. Accordingly, even before he or she arrives on campus, each freshman is assigned a faculty advisor to assist in dealing with academic questions and in explaining college regulations.

During the first week of the fall term, all new students participate in an orientation program designed to help them become acquainted with the College. All entering freshmen receive in advance a detailed schedule of events of this program. During orientation, students have individual conferences with their advisers, take part in discussions of college life, and engage in other activities intended to familiarize them with the College. They also take achievement and placement tests which provide the College with valuable information concerning their educational background and academic potential. These tests help Gettysburg to provide an education suited to each student's capacities.

During the year, freshman advisers arrange periodic meetings with their advisees to review the students' progress. Advisers are available also at other times to discuss unexpected problems as they arise. Any changes in a freshman's schedule must be approved by the adviser.

At the end of the freshman year, or during the sophomore year, when a student chooses a major field of study, a member of the major department becomes his or her adviser and assists in the preparation of the sophomore schedule. Until the student leaves College he or she normally retains the same adviser, who performs functions similar to those of the freshman adviser, including the approval of all course schedules.

It is the responsibility of sophomores and upperclassmen to take the initiative in discussing their entire academic program with their advisers and to view that program as a meaningful unit rather than as a collection of unrelated courses. As already indicated, the College encourages

qualified students to prepare for graduate work, which is becoming a necessity in an increasing number of career fields. It is important for such students to become familiar with the language and other requirements of the graduate programs in which they are interested. They should know well in advance of graduation what they must do to qualify for fellowships and similar awards to help them financially in graduate school. Above all, they should know how important it is to build a superior undergraduate academic record.

A student wishing to change his or her major course of study must secure the approval of the department in which he or she is a major and the one in which he or she desires to major.

Juniors and seniors making such changes should understand that they may be required to spend more than four years in residence in order to complete their concentration requirements.

Permission to spend more than four years in residence must be obtained from the Academic Standing Committee.

COURSE UNITS

Academic programs are organized in term course units. A small number of quarter courses are offered in Music and Health and Physical Education. For transfer of credit to other institutions the College recommends the equation of one course with 3.5 semester hours.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The Bachelor of Arts degree will be conferred upon the student who completes satisfactorily the following:

- 1) 35 courses, plus the required freshman and sophomore program (4 quarter courses) in Health and Physical Education;
- 2) a minimum grade average of C and an average of C or better in the major field;
- 3) the distribution requirements;
- 4) the concentration requirement in a major field of study, in some fields including a comprehensive examination;
- 5) a minimum of the last full year of academic work, including the senior January term, in residence at Gettysburg College or in an approved Gettysburg College program; and
- 6) the discharge of all financial obligations to the college.

The student must complete four January term courses.

Quarter course credits will not count toward the 35-course graduation requirement.



Distribution Requirements Each candidate for the Bachelor of Arts degree must satisfactorily complete the following distribution requirements. Any one may be satisfied, with or without course credit, by students who can qualify for exemption (see pages 48-49). To determine which of a department's courses may be used toward fulfilling a distribution requirement, see the department's listing under Courses of Study. For the designation of January courses, which may be used for the same purpose, see the January Term Catalogue. Note that some General Education courses may be used toward fulfilling requirements in history, philosophy, and religion or literature. English 101 (English Composition) should be scheduled by students needing additional training in that important skill, but it does not fulfill a distribution requirement.

- 1) Foreign languages: normally 2 to 4 courses. The student must demonstrate achievement equivalent to that attested by completing satisfactorily the intermediate (201, 202) courses in French, German, Greek, Latin, Russian, or Spanish. Such achievement may also be demonstrated by an Advanced Placement Examination, a departmental qualifying examination, or successful completion of one 300-level course.
- 2) Religion: 1 course, in addition to any course in that Department used in the next requirement.
- 3) History, philosophy, or religion: 2 courses, no more than one of which may be in religion.
- 4) Literature: 2 courses, in one or two of the following: English, French, German, Greek, Latin, Russian, or Spanish literature.
- 5) Art, music, creative writing, or theatre arts: 1 course.
- 6) Laboratory science in biology, chemistry, or physics: 2 courses in one of these.
- 7) Social sciences: 2 courses in one or two of the following — economics, political science, psychology, or sociology and anthropology.

Major Requirements A major field of study consists of from 8 to 12 courses in that field, depending on the department, which may also designate specific courses for its majors to take. Requirements of the various departments are listed in the appropriate introduction under Courses of Study.

The following are acceptable major fields of study at Gettysburg College: art, biology, business administration, chemistry, economics, English, French, German, Greek, health and physical education, history, Latin, mathematics, music, philosophy, physics, political science, psychology, religion, sociology and anthropology, and Spanish. A department may require its majors to pass a comprehensive examination.

Elementary (101-102) courses in English and other languages are not included in computing hours for the major, nor are certain other courses which are designated as excluded.

No later than the beginning of the senior year, and with permission of the major adviser and the head of the other department concerned, a student may select a second major, which will be entered on his record if all the requirements of both departments are met.

RESIDENCE REQUIREMENTS AND SCHEDULE LIMITATIONS

The normal College program provides that a student complete graduation requirements in four years of full time academic work in the September through May academic year in residence

at Gettysburg College. Students proposing to complete graduation requirements at a time other than May (in the summer, in December, or in January) must have their programs approved by the Academic Standing Committee, through the office of the Dean of Students. Such approval should be sought at least a year before proposed completion of requirements, and preferably earlier.

A full time student is one carrying a minimum of three courses in the fall and spring terms, and one in the January term. No student who is a candidate for a degree may take fewer courses than this without permission of the Dean of the College or the Dean of Students.

The normal student program for the Bachelor of Arts degree consists of four courses in the fall and spring terms, and one course in the January Term. Consequently in one fall or spring term during his four years' residence the student may take three courses and still make normal progress toward graduation; this option need not be exercised. Since it is assumed that the 4-1-4 course schedule will occupy the available time of virtually all students, students may not take additional courses in any term without the approval of the Dean of the College or the Dean of Students, with the following exceptions.

The required activities courses in health and physical education, four quarter courses taken in sequence in the fall and spring terms of the freshman and sophomore years, are routinely taken in addition to the normal four courses in each of these terms. These courses do not count toward the 35 course graduation requirement.

Majors in health and physical education may routinely take one additional quarter course in activities in addition to the normal four course load in three terms of the junior and senior years.

Students may routinely take quarter courses in applied music over the four course limit with the approval of their adviser and of the Music Department.

REGISTRATION

By formally completing his registration, the student pledges to abide by College regulations.

Credit will be given only in courses for which the student is officially registered. The Registrar announces, in advance, the time and place of formal registration. A student registering after the appointed day will be subject to a \$5.00 late registration fee.

A fee of \$5.00 is also assessed for each course change after the regular registration dates. A proposed change must be submitted to the Registrar on an official course change slip after first being approved by the instructor involved and the student's adviser. In the fall and spring terms, students are not permitted to enroll in a course for credit later than twelve days after the beginning of that course.

CLASS ATTENDANCE

Regular attendance at all classes for which he is registered is the responsibility of the student. Each student is accountable for all work missed because of absence from class. Instructors are under no obligation to make special arrangements for students who are absent without official excuse. Instructors may report the name of a student with excessive absences to the Dean of Students for warning. If a student incurs other absences after being warned, he may be dropped from the course with a failing grade.



THE GRADING SYSTEM

Normally, courses are graded A through F, with these grades having the following significance: A (excellent); B (good); C (fair); D (poor); and F (failing).

In successfully completing a course under this grading system, a student earns a number of quality points according to the following scale: A, 4; B, 3; C, 2; D, 1; and F, 0. A student's cumulative average shall be computed by summing his quality points and dividing by the number of courses taken.

Instructors may modify their letter grades with plus and minus signs. These are placed on the student's permanent record and reproduced on all transcripts; but they are disregarded except in certain computations for honors.

The College also offers a Satisfactory / Unsatisfactory grading option. An S signifies satisfactory work and is given if a student performs at C level or higher. A U signifies unsatisfactory work and is given for D or F level work. A student may elect to take a total of six courses on an S/U basis during his four years at Gettysburg College; however, no more than two U courses may be taken in any one year. Courses graded S/U do not affect a student's quality point average, but a course completed with an S grade will count towards graduation.

When a student registers for and completes a course which he has already taken at Gettysburg College, both the credit and the grade previously earned are cancelled, but they are not removed from his permanent record. The credit and grade earned in repeating the course are counted toward his requirements.

An incomplete is issued by the Dean of the College or Dean of Students when emergency situations, such as illness, prevent a student from completing the course requirements on time. Unless the Committee on Academic Standing extends the time limit, an Incomplete automatically becomes an F if it is not removed within the first six weeks of the term or terms following the one in which it was incurred.

A student may drop a course only with the permission of his adviser and the instructor. In the fall and spring terms, a student who officially withdraws for medical reasons or who withdraws during the first three weeks receives a W. After the first three weeks he receives a WP (withdrew passing) or a WF (withdrew failing) according to the estimate of the work done in the course up to the time of withdrawal. A student who withdraws from a course during the last five weeks of a term will receive a WF regardless of his standing in the course at the time. A grade of WF is awarded 0 quality points and is used in computing averages.

ACADEMIC STANDING

The Committee on Academic Standing normally reviews student records at the end of each term. When a student's record is found to be unsatisfactory or when he is failing to make satisfactory progress towards graduation, he may be warned, placed on academic probation, advised to withdraw, or required to withdraw. A student on probation must show satisfactory improvement during the following term or he may be required to withdraw.

WITHDRAWAL AND READMISSION

A student who withdraws from the College is expected to arrange for an interview with a member of the Dean of Students' staff. Failure to do so may jeopardize a student's opportunity for readmission.

All students who leave the College, for whatever reason, must petition the Dean of Students for readmission. The Committee on Academic Standing will review the petition on the basis of the student's past record, his activities since leaving college, and his prospects for completing his undergraduate work. A student required to withdraw for academic reasons must wait a full year before submitting a petition for readmission.

TRANSFER CREDIT

Students may receive a maximum of two course credits for work taken at other colleges if such courses have first been approved by the chairman of the department concerned and by the Registrar. Course credit is transferred to Gettysburg if the grade earned is a C or better. Grades as well as credit are transferred for work done at another Central Pennsylvania Consortium College, or in "Gettysburg College approved programs."

The two-course limitation does not apply to transfer students, to students readmitted, or to students who engage in approved off-campus programs.

EXEMPTION FROM DEGREE REQUIREMENTS

The College may recognize work on the college level completed by a student before entrance or on his own after entrance. This recognition may take the form of exemption from degree requirements and may carry academic credit. Students should present their requests for such recognition to the appropriate department. They should be prepared to demonstrate their

competence on the basis of their academic record, Advanced Placement Examinations (see page 27), or Achievement Test of the College Entrance Examination Board, or examinations administered by the department concerned. The decisions on exemption and credit rest with the department and the Dean of the College.

INDIVIDUALIZED STUDY AND SEMINARS

There are opportunities in most of the departments for students to engage in individualized study and seminars. These opportunities are primarily for seniors, but juniors are sometimes eligible. With careful planning it is possible for most students to reduce their course load to provide the time necessary for these unusually demanding and stimulating activities. In some departments participation in this type of activity is part of the required program of study; in others it is optional. Most of these courses are numbered in the 400's under Courses of Study.

SENIOR SCHOLARS' SEMINAR

In 1974, the General Education Committee introduced a special seminar for outstanding senior students. The seminar, General Education 401, will comprise one-half of the normal course load of a first semester senior. The purpose of the seminar is to provide an opportunity for students of proven scholastic ability to participate in an inter-disciplinary, problem-solving seminar concerning an issue which affects the future of man. Man is faced with crucial problems which threaten his existence and values. Among these problems are war and the nature of man, man's ability to alter his genetic make-up, the control of environmental degradation, and the development of undeveloped countries. Frequently, attempted solutions to these problems are based solely on technology whereas a consideration of cultural, historical, and psychological aspects of the problem in addition to technology would provide a more satisfactory solution.

The seminar will use resource persons from on and off the campus. A work area will be available for the participants, and they will be expected to prepare a comprehensive report of their findings and recommendations. This report will be published and distributed to interested persons.

Students who wish to be considered for this seminar must secure recommendations from their major department and submit them to the General Education Committee in the fall term of their junior year. The Committee and the course director(s) will select twenty participants from as many different academic disciplines as possible.

Students selected for the seminar will be expected to participate in non-credit, informal planning sessions with the course director(s) during the spring term of their junior year. The purpose of these sessions is to select the seminar topic, the resource persons, and the reference material. Students will be registered for the seminar during the spring term of their junior year and the fall term of their senior year and will receive two course credits upon satisfactory completion of their work.

FRESHMAN SEMINAR

Offered each year during the fall and spring terms, the Freshman Seminar Program is designed to take advantage of the freshman students' enthusiasm in order to develop a capacity for independent analysis and synthesis in learning. The seminars are small in size (6-15 students) to stimulate lively participation and discussion between students and professors. Freshman students receive descriptions of seminars before fall registration, and the method of selection will be stated in each seminar description. Examples of the courses in the program include Adolescence and Identity: A study in Literature (English 191); The Last Great Cause: The Spanish Civil War (Romance Languages 191); The Future of Society and Man (Sociology 191). The excitement and satisfaction discovered by the student in these seminars will persist, we believe, into subsequent years. These early experiences may help the student prepare for more advanced seminars which require the demonstration of superior ability and the understanding of the seminar experience.



OFF-CAMPUS STUDY

Washington Semester Gettysburg College participates with American University in Washington in a cooperative arrangement known as the Washington Semester. This enables a limited number of superior students in the social sciences to engage in a first-hand study of the federal government in action.

During this period, these students are brought into direct contact with source materials not generally accessible. They have the opportunity to interview members of Congress and the Supreme Court and officers of the executive departments and agencies concerning policies, procedures, and problems of government. In addition to regular courses, students attend seminars and undertake individual research projects in some major area of interest.

The Washington Semester should be taken either in part of the junior year or at the beginning of the senior year. To qualify, a student must have completed at least one course in political science, have a minimum accumulative average of 2.00 and 3.00 in the major, and clearly demonstrate ability to work on his own initiative. Most participants are majoring in political science, history, sociology, and economics, but applicants from other areas are welcomed. Further information may be obtained from the Department of Political Science.

The Washington Economic Policy Semester Gettysburg College participates in this co-operative, intercollegiate honors program with The American University in Washington, D.C. The course is designed for students with an interest in economics. It examines intensively economic policy-making from both the theoretical and practical, domestic and international points of view. During the semester, students are brought into direct contact with people who are involved in the formulation of economic policy.

The program of study includes (1) the Economic Policy Seminar (two course credits) which encompasses a theoretical analysis of economic policy problems; extensive reading; on site discussions with economic policy decision-makers; preparation of papers; and the presentation of alternative paradigms that may be used to understand economic policy; (2) the choice of an Internship (one course credit) in a private or governmental agency involved with economic policy, or an intensive independent research project (One course credit); and (3) an elective chosen from the courses offered by The American University. It should be noted that the grades received in these courses, as well as the credit for four courses, will appear on the student's Gettysburg College transcript.

This program can be helpful to students in several ways. For all students, it provides an opportunity to dispell the mystery surrounding the policy making process, to make them better informed citizens, and thus to improve their understanding of the complex interaction between the government and the economy. For those persons who plan to be professional economists, it will provide a practical introduction to learning about the nation's important economic institutions as well as the political considerations that influence the translation of economic theory into government policy. The course will allow students to become familiar with the basic economic issues of the times and with the different approaches for solving those problems. For the person who is interested in becoming a business economist, lawyer, or community organizer, the knowledge gained about the bureaucracy in Washington and how the federal government operates will be invaluable in his career.

The student should take the Washington Economic Policy Semester in the fall or spring term of the junior year or the fall term of the senior year. To qualify, a student must have a minimum accumulative grade-point average of 2.00 and 3.00 in the major, and have demonstrated the ability to work on his or her own initiative. In addition, students wishing to apply for this program should have completed Economics 101-102, 153, 241, 243, and 245. Most participants are majoring in economics and business administration; however, interested applicants from other areas are encouraged to apply. Further information, including the application procedure for this Program, can be obtained from the Chairman of the Department of Economics and Business Administration.

The United Nations Semester Qualified students spend a term at Drew University in Madison, New Jersey. On Tuesdays and Thursdays these students commute to the United Nations for a survey course in international organization which consists in part of briefings and addresses by individuals involved in United Nations activities. A research seminar also uses the facilities of the United Nations Headquarters. Other courses to complete a full term's work are taken at the Drew Campus.

Juniors and seniors who have taken an introductory course in political science are eligible for nomination. Further information may be obtained from the Department of Political Science.

Junior Year Abroad Qualified students may apply for permission to spend either their junior year or one semester of their junior year abroad. The Assistant Dean of the College maintains a file of information on acceptable programs of study in Europe, Latin America, or elsewhere. During the first term of the sophomore year, students who plan to study abroad should discuss with their advisers how junior year abroad would relate to their academic program. The Academic Standing Committee gives final approval on all requests to study abroad; a student must normally have a 2.5 overall grade point average and no record of disciplinary probation, and 3.00 in the major. Junior year abroad programs are not limited to language majors; often they include majors in history, art or the social sciences.

India Semester Program Gettysburg College, in conjunction with other colleges of the Central Pennsylvania Consortium (Dickinson, Franklin and Marshall, and Wilson), sponsors a summer and fall program at the University of Mysore in India. Students attending this course may earn Gettysburg in-residence academic credit for a full term, concentrating in Indian language, history, culture, and sociology. Independent study and course work with professors at the University of Mysore may also be arranged. Students will be in India from mid-July to mid-December, studying at the University of Mysore and taking field trips throughout India. Credit earned will fall within the Gettysburg College 35 course requirement; every effort will be made to keep total fees, including travel, in relationship to Gettysburg's own charges. For the name of the Consortium's on-campus coordinator, consult the Office of Dean of the College.

Colombia Semester Program Through the Central Pennsylvania Consortium, Gettysburg, Wilson, Dickinson, and Franklin and Marshall Colleges sponsor a semester of study at the Universidad Bolivariana in Medellin, Colombia. Students with a working knowledge of Spanish and a satisfactory grade point average at Gettysburg are eligible to apply. The courses, which are

taught in Spanish, will be approved for full semester credit at Gettysburg upon evidence of satisfactory completion. Credit so earned will fall within the Gettysburg College 35 course requirement; every effort will be made to keep total fees, including international travel, and room and board with a Colombian family, in relationship to Gettysburg's own charges. For the name of the Consortium's on-campus coordinator, consult the Office of the Dean of the College.



TEACHER EDUCATION PROGRAMS

Gettysburg College education programs in secondary school subjects, elementary education, music education, and health and physical education have received program approval from the Pennsylvania Department of Education. Because the liberal arts are central to the College's teacher education programs, the Gettysburg student planning to teach must complete a major in an academic department of his or her choice. He or she fulfills all the requirements for the Bachelor of Arts degree or for the degree of Bachelor of Science in Music Education. Upon completing a program in teacher education, a student is eligible for a Pennsylvania Certificate, Instructional I, enabling him or her to teach in the public schools of the Commonwealth.

Secondary Education Students interested in preparing to teach academic subjects in the secondary schools must complete one of the following approved programs for secondary certification: biology, chemistry, physics, mathematics, mathematics and physics, English, German, Latin, French, Spanish, health and physical education, and comprehensive social studies. The student must obtain a copy of the approved program for his or her area of interest from the chairman of his or her major department or from the Education Department. It is imperative that the student complete an approved program which will, in most cases, closely parallel the requirements in his or her major. In comprehensive social studies, and mathematics and physics early planning of the program is especially necessary.

The student preparing to teach in the secondary schools is required to take Education 101 and Education 309 (or J 9) in the Junior year. For the senior year the student, in consultation with his major department, will select either the fall or spring term as the Education Term. The following program constitutes the Education Term:

Education 303 (Educational Purposes, Methods, and Educational Media: Secondary)

Education 304 (Techniques of Teaching and Curriculum of Secondary Subjects – Biology, English, etc.)

Education 477 (Student Teaching – Secondary)

The Education Term provides an opportunity for the student to concentrate on academic subjects in the junior year. It also permits the student to devote a term to an integration of theory with actual practice in public school classrooms and to engage in uninterrupted student teaching for the entire day.

The student seeking admission to the secondary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the Committee on Teacher Education, a body composed of faculty from each department which has students in the secondary education program. This Committee also determines standards for admission to the program. Members of the Committee also teach Education 304 for the students of their respective departments and observe them when they engage in student teaching.

The admission of a student to the Education Term depends upon the student's academic achievement and a recommendation from his or her major department. The guidelines for evaluating a student's academic achievement are a cumulative grade point average of 2.33 and a grade point average in the major of 2.66.

Completion of a program in secondary education enables a student to teach in Pennsylvania, Maryland, New York, New Jersey, and numerous other states cooperating in a reciprocity

arrangement. A student planning to teach in New Jersey will complete one of the above programs; the education courses as outlined; and Biology 101, 102, or Health and Physical Education 211. A student planning to be certified in a science must have a major in one of the basic sciences and should have a full year laboratory course in each of the remaining ones.

Students desiring experience in teaching in an urban situation may plan to take their Education Term in the Harrisburg Urban Semester (THUS). In selecting this alternative the student will reside in Harrisburg for the entire term and pursue a course dealing with the problems of the inner city. Please consult with the Chairman of the Education Department for further details.

The Pennsylvania Department of Education has granted program approval to those secondary certification areas listed as "approved programs."

Students in the program leading to certification in secondary education shall present the six specified courses in Education. In addition to these six courses, students are permitted one course in individualized study, or in an internship during the January Term, to count toward the Bachelor of Arts degree.

Elementary Education The elementary education program is distinctive in giving the opportunity to concentrate in the liberal arts studies and complete an academic major, thus qualifying for the Bachelor of Arts degree. The elementary education student may major in biology, chemistry, physics, English, French, German, Latin, Spanish, health and physical education, history, mathematics, music, political science, psychology, or sociology.

Students interested in entering the elementary education program should consult with Mr. Slaybaugh in the Education Department no later than the fall term of the sophomore year in order to work out a program of study.

The prospective elementary teacher should schedule Psychology 101 during the freshmen year if possible. Education 101 and Mathematics 180 (J 18) are taken during the sophomore year. Psychology 225 should be scheduled during either the sophomore or junior year. The junior year schedule should include Education 306, 331, and Education 370 (J 37).

Elementary education students are required to engage in pre-student teaching experiences in the elementary schools during the sophomore and junior years. Arrangements for these experiences are made by the Education Department. Students serve as observers, aides, and small group instructors in elementary classrooms.

The student seeking admission to the elementary education program must file an application with the Education Department by February 15th of the junior year. Admission to the program is granted by the *Committee on Teacher Education*, a body composed of faculty members from the Education Department and other departments. This committee also establishes standards for admission to the program.

The admission of a student to the Education Term depends upon academic achievement and recommendation of the Teacher Education Committee. Criteria for admission include a 2.3 overall average and demonstrated competence in the education courses completed during the sophomore year and in the Fall and January Terms of the junior year.

In either the fall or spring term of the senior year the student must schedule the Education Term. This consists of student teaching for nine weeks in a public school near the College. The student is in the elementary school for the entire day. At the end of the nine weeks he completes two courses on campus: Education 309 and 334.



Students interested in teaching in states other than Pennsylvania will find that a number of states certify teachers who have completed a baccalaureate program in elementary education at a college approved by its own state department of education. Such a reciprocity agreement currently operates among the New England states, New York, New Jersey, Pennsylvania, Maryland, Delaware, and numerous other states.

Students in the program leading to certification in elementary education shall present the eight specified courses in Education. In addition to the eight courses, students are permitted one course in individualized study, or in an internship during the January Term, to count toward the Bachelor of Arts degree.

Music Education The prospective teacher of music in the elementary and secondary schools should complete the program for the degree of Bachelor of Science in Music Education. This requires successful completion of the following:

- 1) 35 courses, exclusive of courses in applied music. During the normal four years a student may take 36 courses.
- 2) Two terms of the basic activities quarter courses in health and physical education. These quarter courses are not counted toward the 35-36 courses mentioned above.
- 3) 11 courses in Music, as follows:

Music Theory

Music 141 (Sightsinging & Dictation)

Music 305 (Orchestration)

Music 322 (Form and Analysis)

Music History and Literature

Music J15 (Introduction to Music Literature)

Music 312, 313, 314 (Music History)

Conducting

Music 205 (Choral and Instrumental Conducting)

4) 5 courses in Music Education, as follows:

Music J22 (Principles and Procedures of Teaching Music in Elementary School)

Music 221 (Junior and Senior High School Methods)

Music 351-352-353 (Student Teaching)

5) Distribution requirements for the Bachelor of Arts degree: 13 courses maximum

6) Electives and Certification Requirements:

Education 309 and J9 (Social Foundations of Education)

Education 101 (Educational Psychology)

Plus a minimum of 3 other electives

7) 3 to 5 courses (12 to 20 quarter courses) in applied music:

these courses do not count toward the 35 course graduation requirement and may be taken in addition to the 36 courses permitted. Consequently, in the fall and spring terms the student will typically carry 4 full courses plus several quarter courses in applied music. The latter must include work in

Major instrument – 8 quarter courses

Piano – Approximately 4 quarter courses

Voice – 2 quarter courses

Instrumental Techniques – 6 quarter courses

8) The student must participate for four years in an authorized musical group and present a recital in the senior year.

9) The other requirements for the Bachelor of Arts degree (see pages 44-45) concerning comprehensives, minimum grade average, senior year, and financial obligations.

The student in this program should consult with the Music Department as early as possible in his or her freshman year to arrange a four year program. In his or her freshman year he or she should schedule Music 141, J15, 202; a foreign language; Psychology 101; two courses to fulfill the distribution requirement in history, philosophy, and religion; and a literature course. In the sophomore year the student should schedule Music 251, 302, and 312; two terms of a laboratory science; at least one course to fill a remaining distribution requirement if that has not been done earlier. In his or her junior year a student should schedule Music 305, 205, J22, 313, 314, and 322; Education 309 (or J9), and complete any remaining distribution requirements. In the senior year the student should schedule Education 101 (if not taken earlier); and his or her Education Term (Music 221, 351-352, 353) in the spring term. In each fall and spring term the student should schedule applied music.

PROFESSIONAL STUDIES

Prelaw Preparation The Association of American Law Schools recommends that the student planning a career in law concentrate on developing his or her capacities to think and express himself clearly, qualities which, it observes, are not the "monopoly of any one subject-matter area, department, or division." In addition, the prospective law student needs a fair range of

critical understanding of human institutions. It should be noted that high scholarship is demanded for admission to law school.

A Prelaw Committee has been formed at Gettysburg College to assist and advise students in their consideration of the legal profession and to aid them in gaining admission to law school. The Committee is composed of members from the Classics, Economics and Business Administration, History, Political Science Departments, and the Counseling Services Office. All members of the Prelaw Committee are prepared to advise prelaw students, and students considering law as a career should consult as early as possible with a member of the Committee. The Prelaw Committee has issued a brochure describing prelaw preparation at Gettysburg College in some detail.

Premedical Preparation The Gettysburg College Curriculum provides the opportunity, within a liberal arts framework, for a student to complete the requirements for admission to professional schools of medicine, dentistry, and veterinary medicine. Students considering a career in one of these fields are advised to schedule their courses carefully, not only to meet the admission requirements for the professional schools, but also to provide for other career options in the event that their original choices are altered. The following courses will meet the minimal entrance requirements for most medical, dental, or veterinary schools: Biology 111,112; Chemistry 111, 112; Chemistry 203, 204; Math 107, 108 or Math 111, 112; Physics 103, 104 or Physics 111, 112; two or three courses in English; and a foreign language through the intermediate level. Since completion of these courses will also give the student minimum preparation for taking the national admissions examinations for entrance to medical, dental, or veterinary school, it is advisable to have completed or be enrolled in these courses by the spring of the junior year when the tests are taken. While most students who seek recommendation for admission to professional school major in either biology or chemistry, the requirements can be met by majors in most other subjects with careful planning of a student's program. Premedical students are encouraged to choose electives in the humanities and social sciences and should always plan their programs carefully in consultation with the major adviser or with the chairman or another member of the Premedical Committee.

All recommendations for admission to medical or dental or veterinary schools are made by the Premedical Committee, normally at the end of the junior year. Students seeking admission to these professional schools must also take one of the following examinations: MCAT (medical), DAT (dental), VAT (veterinary). The Premedical Committee is composed of 7 members from the Departments of Biology, Chemistry, Psychology, and Physics, with the Assistant Dean of the College acting as chairman. Because of the competition for admission to medical school, the Premedical Committee recommends that a student maintain a high grade point average (near 3.5) overall and in medical school required courses, and that MCAT scores be near 600. Generally, students with competitive GPAs and MCATs gain an interview at one or more medical schools.

With interested members of each entering class, the Premedical Committee chairman together with members of the Premedical Committee discuss the requirements for admission to medical, dental and veterinary schools and also alternatives to these careers. During the premed students' four years at Gettysburg, periodic meetings are held explaining the procedures which must be followed when seeking admission to the professional schools.

In the office of the Assistant Dean of the College a student may consult catalogues for various professional schools, as well as a collection of materials on allied health professions. Reference materials are available explaining programs in hospital management, public health, optometry, podiatry and graduate programs in biology and health sciences. Also available are the medical and dental school admission requirements.

Certified Public Accounting Preparation Gettysburg College offers, to the best of its knowledge, the courses which are necessary to satisfy the Certified Public Accounting requirements in all the states. A student interested in a public accounting career should major in business administration or in economics and include the following courses in his or her program. Economics 153, 154, 253-254, 305, 363, 364, 367, and at least four of the following: 353-354, 355, 356, and 373-374. It will not be necessary for a student with such preparation to attend graduate school in order to take the Certified Public Accounting Examination in any state and / or to pursue a career in public accounting. Further information can be obtained from the Chairman of the Department of Economics and Business Administration.

COOPERATIVE PROGRAMS

Engineering This program is offered jointly with Pennsylvania State University and with Rensselaer Polytechnic Institute. Students spend three years at Gettysburg College followed by two years at one of these universities. Upon successful completion of this 3-2 program at Penn State, the student is awarded the Bachelor of Arts degree from Gettysburg and the Bachelor of Science from Penn State in one of fifteen engineering disciplines.

A student attending RPI under this program has the option of a 3-2, a 3-3, or a 4-2 program. These programs culminate with a Bachelor of Arts degree from Gettysburg and a Master of Science in engineering or a Master of Engineering degree from RPI. RPI offers degrees in twelve engineering fields.

Candidates for this program will have an adviser in the Physics Department. Normally a student will be recommended to Penn State or RPI during the fall term of the student's junior year. A student who receives a recommendation from the Physics Department is guaranteed admission into the engineering program at one or both of these universities.

In addition to fulfilling all of the college distribution requirements in three years, students in the cooperative engineering program must take Physics 111, 112, 203, J33, 216; Mathematics 111, 112, 211, 212, 363; and Chemistry 111, 112. Students desiring to attend Penn State must also take English 101, Speech 101, and Economics 101-102. Penn State also requires two one-quarter courses in Engineering Graphics which may be taken by correspondence or by attending a Penn State campus in the summer.

Because of the limited flexibility of the cooperative engineering curriculum at Gettysburg, students are urged to identify their interests in this program at the earliest possible time in their college careers.

Forestry This program is offered in cooperation with the School of Forestry of Duke University. The student spends three years in residence at Gettysburg and an additional two and one-half years at Duke. Upon successful completion of one year at Duke, he will have earned the Bachelor of Arts degree from Gettysburg College, and upon successfully completing the

remaining terms, the Master of Forestry or Master of Science degree from Duke University.

Candidates for the program should indicate to the Admissions Office that they wish to apply for the Forestry curriculum. At the end of the first term of the third year, the College will recommend qualified students for admission to the Duke School of Forestry. No application need be made to the School of Forestry before that time. During the first term of the junior year at Gettysburg the student must file with the office of the Dean of Students a petition for off-campus study during the senior year.

There is no rigid curricular requirement for the three years at Gettysburg College. However, all College distribution requirements are to be completed by the end of the junior year. The student should select his or her courses each year in consultation with the pre-forestry adviser who is a member of the Biology Department. His or her program should include Biology 111, 112, Chemistry 111, 112 and an appropriate mathematics course during the freshman year; Economics 101-102 and a foreign language during the sophomore year; and Physics 103, 104, a foreign language or English Literature, and art or music during the junior year. Electives in the major should include courses in botany and ecology.

The student devotes the last two and one-half years of his program to the professional forestry curriculum of his choice at the Duke School of Forestry beginning the summer following his junior year at Gettysburg.

Army and Air Force Reserve Officers Training Program Students may enroll in either a two-year or four-year Army or Air Force ROTC program and be commissioned as Second Lieutenants in their respective service upon graduation.

Both Army and Air Force programs are normally completed during the four-year academic period and are available to both men and women. Students participating in the Army ROTC four-year program attend a six-week Advanced Camp at an active Army installation, usually between their junior and senior years. Students in the Air Force four-year program attend a four-week Field Training course at an Air Force base prior to entering their junior year.

Both Army and Air Force offer a two-year ROTC program for those students who, for some reason, did not enroll as freshmen. The basic requirement for entry into the two-year program is to have two academic years remaining, either at the undergraduate or graduate level. To become eligible to enroll in the Army ROTC two-year program, students must first complete a six-week Field Training course prior to entry.

All cadets who participate in either Army or Air Force ROTC are paid \$100 monthly during the last two years of the program. Both services offer, on a competitive basis, scholarships which pay full tuition and book expenses plus \$100 monthly.

SENIOR HONORS

The following honors are awarded at the close of each academic year to members of the graduating class. These senior honors are intended for students with four years residence at Gettysburg College and computations for them are based on four years' performance.

1. Valedictorian, to the senior with the highest academic average.
2. Salutatorian, to the senior with the second highest academic average.
3. Summa Cum Laude, to those seniors who have a quality point average of 3.75 or higher.
4. Magna Cum Laude, to those seniors who have a quality point average of 3.5 or higher.

5. Cum Laude, to those seniors who have a quality point average of 3.30 or higher.

In addition to the above, Departmental Honors are awarded to graduating seniors upon recommendation of their major departments, and computations for them are not necessarily based on four years' performance at Gettysburg College. The Committee on Academic Standing may grant the honors of summa cum laude, magna cum laude, or cum laude to transfer students who have satisfied the conditions of the honor during at least two years in residence at Gettysburg College and who have presented excellent transfer grades. Departmental Honors are awarded to transfer students on the same terms as to other students.

OTHER HONORS

The names of those students who attain a quality point average of 3.5 or higher in the combined fall and January terms, or in the spring term are placed on the Dean's Honor List in recognition of their academic attainments.

PRIZES AND AWARDS

The following prizes recognize outstanding scholarship and achievement. They are awarded at a Fall Honors Program in October or a Spring Honors Convocation held in May. Grades earned in required courses in physical education are not considered in computations for prizes or awards. Transfer students are eligible for prizes and awards.

Endowed Funds

Baum Mathematical Prize The income from a fund contributed by Dr. Charles Baum (1874), is given to the sophomore showing the greatest proficiency in Mathematics.

John M. Colestock Award The award, contributed by family and friends is given to a senior male student whose optimism, enthusiasm, and strength of character have provided exceptional leadership in student affairs.

The Malcolm R. Dougherty Mathematical Award The income from a fund contributed by the Columbian Cutlery Company, Reading, Pa., in memory of Malcolm R. Dougherty (1942), is awarded to a freshman showing proficiency in mathematics and working to earn part of his college expenses.

Margaret E. Fisher Memorial Scholarship Award The income from a fund contributed by Dr. Nelson F. Fisher (1918) in memory of his mother, is awarded to a male student who excels in one or more major sports and who achieves the highest academic average among winners of varsity letters.

Samuel Garver Greek Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Greek during his freshman year.

Samuel Garver Latin Prize The income from a fund, contributed by the Rev. Austin S. Garver (1869) in memory of his father, is awarded to the student who has made the greatest progress in Latin during his freshman year.

Graeff English Prize The income from a fund established in 1866 is awarded to a senior selected by the English Department on the basis of outstanding achievement in the work of that Department.

David H. Greenlaw Memorial Prize The income from a fund contributed by Mr. and Mrs. Ralph W. Greenlaw in memory of their son, David H. Greenlaw (1966), is awarded to the student who has contributed most to the technical aspects of the College's drama productions.

John Alfred Hamme Awards Two awards, established by John Alfred Hamme (1918), are given to the two juniors who have demonstrated in the highest degree the qualities of loyalty, kindness, courtesy, true democracy, and leadership.

The Henry W. A. Hanson Scholarship Foundation Award The income from a fund contributed by College alumni in honor of Henry W. A. Hanson and in recognition of his leadership of and distinguished service to Gettysburg College and to the cause of education in the Lutheran Church and the nation, is awarded to a senior who plans to enter graduate school in preparation for college teaching. The student must have taken the Graduate Record Examination. If the senior chosen cannot accept, the next qualified candidate is eligible, and if no member of the senior class is chosen, a committee may select a member of a previous class.

The Harry C. and Catherine Noffsinger Hartzell Award The income from a fund, contributed by James Hamilton Hartzell, class of 1924, in memory of his parents, is awarded to the outstanding junior student in the Department of Sociology and Anthropology.

The James Hamilton and Lucretia Irvine Boyd Hartzell Award The income from a fund contributed by James Hamilton Hartzell (1924) and his wife is awarded to a sophomore student for outstanding scholarship and promise in the field of History. The selection of co-recipients may be made at the discretion of the Department.

Hassler Latin Prize The income from a fund contributed by Charles W. Hassler, is awarded to the best Latin student in the junior class.

The Rev. George N. Lauffer (1899) and M. Naomi Lauffer (1898) Scholarship Award The income from a fund is given each year to a junior who has maintained high scholarship and who evidences outstanding ability and Christian character. It is understood that the recipient will complete the senior year at Gettysburg College.

J. Andrew Marsh Memorial Award The income from the fund is awarded each year to the junior male student of Gettysburg College who best exemplifies the "whole man" concept through his positive attitude, exceptional spirit, high standards, and notable achievement, both curricular and extra-curricular. Priority is given to candidates in the Air Force R.O.T.C. program.

Military Memorial Prizes The income from a fund contributed by alumni and friends of the College is awarded on an equal basis to the two students, one in Military Science and one in Aerospace Studies, who have attained the highest standing in the advanced course of the Reserve Officers' Training Corps.

Franklin Moore Award The income from a fund contributed by the friends of Mr. Moore is given to the senior who, during his or her undergraduate years, has shown the highest degree of good citizenship and, by character, industry, enterprise, initiative and activities has contributed the most toward campus morale and the prestige of the College.

Muhlenberg Freshman Prize The income from a fund given by Dr. Frederick A. Muhlenberg (1836) is awarded to the freshman taking Greek or Latin who attains the highest general quality point average.

Muhlenberg Goodwill Prize An illuminated certificate to a senior male student "For his growth during formative years at Gettysburg College in awareness of personal responsibility for the welfare of all peoples; for a degree of achievement in same during College years; and in the hope of his future accomplishment for betterment of Community, State and Nation."

William F. Muhlenberg Award The income from a fund is awarded to two juniors on the basis of character, scholarship, and proficiency in campus activities.

Nicholas Bible Prize The income from a fund contributed by the Rev. Dr. J. C. Nicholas (1894) is awarded to the senior who has done the best work in advanced courses in religion.

The Jeffrey Pierce Memorial Award The income from a Memorial Fund established in honor of Jeffrey Pierce '71 is awarded annually to that male senior major who, in the judgment of the Department, has reached the highest level of achievement in the field of history.

Martha Ellen Sachs Prize The income from a fund contributed by John E. Haas in memory of his aunt, a Lecturer at the College, is awarded to a student exhibiting excellence in English composition, with consideration given to improvement made during the year.

Stine Chemistry Prize The income from a fund contributed by Dr. Charles M. A. Stine (1901) is awarded to a senior chemistry major on the basis of his grades in chemistry, laboratory technique, personality, general improvement in four years, and proficiency in chemistry at the time of selection.

Samuel P. Weaver Scholarship Foundation Prizes Prizes, established by Samuel P. Weaver (1904), are awarded to the two students writing the best essays on an assigned topic in the field of constitutional law and government.

Earl E. Ziegler Junior Mathematics Award The income from a fund contributed by Phi Delta Theta Alumni is given in honor of Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968 to the student who is majoring in mathematics and has the highest average in mathematics through the middle of the junior year.

Earl E. Ziegler Senior Mathematics Award The income from a contribution by Earl E. Ziegler, Associate Professor of Mathematics at Gettysburg College from 1935-1968, is awarded to the mathematics major who has achieved the highest average in mathematics through the middle of the senior year.

Edwin and Leander M. Zimmerman Senior Prize The income from a fund is given to the senior whose character, influence on students, and scholarship have contributed most to the welfare of the College.

Unendowed

The Charles W. Beachem Athletic Award The Physical Education Department presents a cup in memory of Charles W. Beachem (1925), the first alumni secretary of the College. Based on Christian character, scholarship, and athletic achievement, the award is given to a senior male student.

Beta Beta Beta Junior Award The award is given to a worthy junior biology major who is an active member of Beta Beta Beta and who has shown outstanding proficiency in the biological sciences through the middle of the junior year of college work.

Beta Beta Beta Provisional Award The award is given to a worthy biology major who has become a provisional member of Beta Beta Beta during the year and who has shown outstanding proficiency in the biological sciences through the middle of the sophomore year.

C. E. Bilheimer Award The award is given to the senior major in health and physical education with the highest academic average.

Chemistry Department Research Award The award provided by the Chemistry Department is given to the graduating senior chemistry major who has made the greatest contribution both in his own research and to the research activities of the Chemistry Department.

College President's Award: Aerospace Studies An engraved desk writing set is awarded to an outstanding senior in the Air ROTC program chosen on the basis of academic performance, Air Force Officers Qualifying Test scores, leadership potential, and participation in activities.

College President's Award: Military Science An engraved desk writing set is awarded to the outstanding senior in the Army ROTC program chosen on the basis of academic excellence; military performance, especially leadership ability; character; industry and initiative; and participation in activities.

Delta Phi Alpha Prize A book on German culture is awarded to the outstanding student for the year in the German Department.

Anthony di Palma Memorial Award The family of Anthony di Palma (1956) presents a book to the junior having the highest marks in history. Other things being equal, preference is given to a member of Sigma Chi fraternity.

French Cultural Counselor's Award A medal presented by the Cultural Counselor of the French Embassy is awarded to a senior for outstanding achievement in French.

Frank H. Kramer Award The award is given by Phi Delta Theta fraternity, in memory of a former Professor of Education, to a senior for the excellence of his work in the Department of Education.

Clair B. Noerr Memorial Award An inscribed medal, established by Constance Noerr (1958) in memory of her father, is awarded to a senior woman on the basis of proficiency in athletics, scholarship, and Christian character.

Phi Mu Alpha Award An award is made to a senior who has contributed most to one of the music performing organizations, and has an average of 2.7 or better in his major.

Phi Sigma Iota Prize Awards are given to the two members presenting the best papers to the fraternity.

Pi Delta Epsilon Award A medal is presented to a student who has done outstanding work on the College newspaper or literary magazine or with the radio station.

Psi Chi Award The award is given to the senior psychology major who shows promise in the field of psychological endeavor. Other things being equal, preference is given to a member of Psi Chi.

Psi Chi Junior Award The sum of \$15 is awarded to the junior psychology major who displays the greatest potential and initiative.

Residence Hall Council Award A savings bond is awarded to the senior woman who has shown concern for improving the quality of residential life.

Sceptical Chymists Prize To encourage the presentation of meritorious talks, the prize is awarded by the organization to the member or pledge who delivers the best talk before the Sceptical Chymists during the year.

Sigma Alpha Iota Honor Certificate Sigma Alpha Iota annually awards in each chapter an honor certificate to the graduating woman who holds the highest academic average among music majors.

Sigma Alpha Iota Dean's Award Sigma Alpha Iota, an international music fraternity, gives an award each year to a young woman in the local chapter who has exemplified the highest musical, scholastic, and ethical standards, whatever her class standing. Contributions to the local chapter of Sigma Alpha Iota and participation in Music Department activities are important criteria for selection.

Dr. George W. Stoner Award The income from a fund is awarded to a worthy male senior accepted by a recognized medical college.

Residential Life Commission Award A citation is awarded to a student in recognition of the quiet influence he has exerted for the improvement of the campus community.

Wall Street Journal Student Achievement Award The award of a silver medal and a year's subscription to the Wall Street Journal is presented to a senior in the Department of Economics and Business Administration who has shown outstanding academic achievement in the study of finance and economics.

Charles R. Wolfe Memorial Award An award is given by Alpha Xi Delta to a graduating senior on the basis of scholarly endeavor, warmth of personality, and dedication to the College.



COURSES OF STUDY

GENERAL EDUCATION AND INTER-DEPARTMENTAL STUDIES

The College offers General Education courses and promotes opportunities for specialized inter-departmental programs that coordinate courses available in a variety of academic areas. Among these opportunities is the Special Inter-departmental Major: a student with the consent of two supervising faculty members from different departments may design a coherent program of courses focusing on a particular issue or area not adequately included within a single department. Such a major need not be built around any of the courses or programs listed below, but may be established upon any reasonable grouping of courses drawn from any part of the curriculum. The College's inter-departmental offerings include two off-campus programs. Various committees of the faculty bear responsibility for identifying and encouraging interest in General Education courses and for approving Special Inter-departmental Majors.

GENERAL EDUCATION COURSES

By nature of their objectives and content, General Education courses cross the lines of departments and specialized disciplines. For example, some of these courses attempt to provide a common body of knowledge traditionally associated with a liberal education; others attempt to integrate the understanding of different kinds of subject matter; and still others use methodologies from diverse departments and disciplines.

101, 102 Ideas and Institutions of Western Man

Staff

A course introducing the student to an interdisciplinary study of the problems of contemporary Western civilization through the study of documents illustrating the ideas and institutions of Western man since the Medieval period, with some attention to the Classic-Judaic beginnings. The fall term studies characteristic ideas and institutions affecting economic, political, and religious developments during the Middle Ages, Renaissance, Reformation, and Enlightenment. The spring term concentrates on the Western world since the French and American Revolutions. Fulfills distribution requirements in history, philosophy, or religion.

103, 104 Literary Foundations of Western Culture

Staff

A study of the major literary achievements of Western culture regarded as philosophical, historical, and aesthetic documents. The authors included range from Homer and Plato through St. Augustine and Dante to Shakespeare and Milton. Complete texts are read and discussed, and the student is introduced to those humanistic skills that have traditionally distinguished the liberally educated person. Fulfills distribution requirement in literature.

111, 112 Ideas and Events Behind the Arts

Mrs. Small

An introductory study of the visual arts from prehistoric times to the twentieth century. An attempt will be made to investigate change in the arts as social, political, and even natural events have stimulated response in the style and function of painting, sculpture, and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content.

206 Byzantine Civilization

Mr. Trone

The class will investigate the civilization which centered in Constantinople (now Istanbul) from the time the capital of the Roman Empire was moved there in 330 A.D. until its capture by the Turks in 1453. Equal consideration will be given to analysis of the social, political, economic, and theological features of this "Mother" of Eastern and Western European civilizations. Fulfills distribution requirement in history, philosophy, or religion.

211 Perspectives on Death and Dying

Mr. Moore

Death and dying will be viewed from many different perspectives, theological and philosophical, psychological and sociological, economic and legal. Various views of the past and present, East and West, will be examined, as well as such problems as dignity in dying, what happens after death, euthanasia, body disposal, and therapeutic grieving practices.

227, 228 Civilization of India

Mrs. Gemmill

The first course deals with cultural developments from the Indus Valley Civilization to the coming of the Muslims, with emphasis on Buddhism, the evolution of Hinduism, and the representation of these in art and literature. The second includes an investigation of historical factors underlying Hindu-Muslim antagonism as well as contemporary political and economic problems. Lecturers from various fields will appear in both courses. Fulfills distribution requirement in history, philosophy, or religion.

237, 238 Indian Literature

Mrs. Gemmill

A study of major literary works of Indian culture from the standpoint of religion, history, and aesthetics. The first course will include Vedic hymns, major epics, Upanishads, Bhagavad Gita, and Sanskrit literature of the Gupta period. The second will deal with epics and lyrics of the Tamil culture, poetry of bhakti, Persian literary tradition, and the modern novel inspired by Western influence. Complete works will be read and discussed using criticism from Western and Indian sources. Fulfills literature requirement.

301, 302 Literature of Modern Western Culture

Messrs. Lindeman and Loose

Continues the study of major literary documents into the nineteenth and twentieth centuries. Novels, dramas, and short stories are discussed as artistic structures and are seen in their relationship to modern culture. Representative writers include the French and Russian realists, James, Joyce, Kafka, Mann, Camus, and Albee. Fulfills the distribution requirements in literature.

312 Theology and Literature

Mr. Loose

Representative theological writings are read critically to bring into focus the dominant religious ideas influencing Western culture since 1800. Novels of the modern period are analyzed and interpreted to discern the form and content given to those ideas by men of letters. Authors studied include Kierkegaard, Dostoyevsky, Conrad, Tillich, Faulkner, Camus, R. Niebuhr, Hemingway, Wieman, and West. Fulfills distribution requirement in history, philosophy, religion, or in literature.

352 Modern Political Thought

Mr. Tannenbaum

Systematic examination of the important political ideas and philosophers of the nineteenth and twentieth centuries. Treats the historical circumstances which motivated the writer, his philosophical and religious views of human nature and alienation, the philosophical assumptions which led to his political ideas, as well as such traditional concerns of political philosophy as the purpose of the state, the role of institutions, constitutionalism, and civil liberties. Does not fulfill distribution requirements.

401 Senior Scholars Seminar: The Future of Man

The purpose of this seminar is to provide an opportunity for senior students of outstanding ability to participate in a problem-solving course concerning an issue which affects the future of man. The issue selected for each year's seminar will be one whose solution requires a multi-disciplinary effort. Examples of appropriate problems include the design of a development plan for a country or the construction of a set of guidelines which would govern man's application of genetic engineering to himself. Resource persons from on and off the campus will be utilized. The seminar participants will produce a comprehensive report of their findings for campus publication and distribution. This course carries credit for two courses. Interested students should consult page 49 of this catalogue for admission criteria.

411, 412 Experimental Seminar in Teaching Inter-Departmental Studies 101, 102

The members of this seminar will attend the regular meetings of Inter-Departmental Studies 101, 102. They will lead discussion groups for that course. Sessions of the seminar itself will be devoted to discussions of the materials and methods of Inter-Departmental Studies 101, 102 in the light of the more advanced reading required for the seminar. In addition, each student will write a paper evaluating his or her experience. Evaluation will be conducted on the basis of contribution to the discussion group; contribution to the seminar; and the quality of the evaluative paper. Open only to students selected by the instructor.

451 Individualized Study: Tutorial in Inter-departmental Studies**461 Individualized Study: Research in Inter-departmental Studies****SPECIAL INTER-DEPARTMENTAL PROGRAMS**

Asian Studies Gettysburg College offers a number of courses for students wishing a sound introduction to Asian culture as part of the liberal arts curriculum. Each Asian Studies course fulfills some distribution requirement. These courses are presented by members of various departments, persons with interests and competence in Asian Studies. A student may construct a Special Major with concentration in Asian Studies. Students wishing to prepare for advanced work in Asian Studies will be interested in the following course combinations supplemented by off-campus Language and Area Study programs to which the college has access:

- 1) An introduction to South Asia including Civilization of India, History of Indian Art (January Term), Religions of South Asia, and Asian Political Systems.
- 2) An introduction to East Asia including History of East Asia and such courses as Religions of East Asia and West Asia, Asian Political Systems, and Modern China.
- 3) Any two-term sequence of courses in Asian Studies taken at Gettysburg followed by an intensive senior year of work in an Asian language and area courses at the University of Pennsylvania.
- 4) The Central Pennsylvania Consortium arrangement whereby students may engage with full academic credit in a summer and a fall semester in India. Interested students should consult the Dean of the College or members of the faculty's Asian Studies Committee for further information.

ASIAN STUDIES COURSES

G.E. 227, 228 The Civilization of India

G.E. 237, 238 Indian Literature

History 221, 222 History of East Asia

History 321 Modern China

Political Science 202 Asian Political Systems

Religion 241 Religions of South Asia

Religion 242 Religions of East & West Asia

The Merrill-Palmer Institute The Merrill-Palmer Institute in Detroit, Michigan, sponsors a junior year program in human development and family life with a focus on the prevention of problems within low-income urban families. The Program provides an individualized study opportunity which combines classroom study with clinical or field work. Students with a background in the behavioral sciences may apply for permission to enroll in the program. The Institute determines admission on the basis of the student's maturity and readiness to make use of the style and varieties of learning opportunity provided, the adequacy of the student's background in the social sciences, and past vocational experiences. Interested students should consult the Dean of the College or faculty members in the Department of Psychology for further information.

The Harrisburg Urban Semester The Harrisburg Urban Semester (THUS) is a comprehensive one-term investigation of urban studies sponsored by the Central Pennsylvania Consortium. Students enrolled in THUS earn a full term's academic credit while living in Harrisburg, Pennsylvania, and participating in a variety of academic, socio-cultural, and internship experiences. The course and internship structure is intended for students from all departmental backgrounds.

Students in all fields of study are encouraged to participate. Each internship is specially planned to accommodate the educational, vocational, and personal goals of the individual participant. Internships are available in federal, state, county, municipal, private, and religious organizations. They range from environmental protection, prison and probation, drug rehabilitation, day care, the Pennsylvania state legislature, mental health, city planning, student teaching (for Pennsylvania certification), legal services, and community organization, through an almost endless list of urban related areas. Fees for THUS are the same as Gettysburg's Comprehensive Fee. Students already receiving any form of financial aid are eligible to have such financial assistance applied to the cost of the program. Interested students should consult the Dean of the College for further information.

ADDITIONAL INTER-DEPARTMENTAL OPPORTUNITIES

American Studies Gettysburg College offers a large and diverse body of courses analyzing American life and thought, thereby providing students with numerous opportunities for creating special majors in American Studies. Such majors may emphasize behavioral analyses, historical perspectives, literary and artistic dimensions, or meaningful combinations of such approaches as they are reflected in courses that have been established within several departments. For example, special majors could be designed in the areas of early American culture, modern American social stratification, ethnicity and politics in twentieth-century America, or the religious and economic values of the American people. Students should seek assistance in planning an American studies special major either through faculty members who teach courses in these areas or through the faculty's Special Majors Committee, which coordinates such programs.

Medieval and Renaissance Studies Through the curricular offerings of ten academic departments, the College makes available a wide spectrum of courses that focus on the civilization and culture of the Medieval and Renaissance eras. Those eras laid the foundations for many modern ideas and values in the fields of literature, history, religion, political theory, music, art, science, technology, commerce, mathematics and law. For many students concerned with a more realistic understanding of the rich heritage derived from the Medieval and Renaissance world, the immense vitality and creative energy of those eras hold a special fascination and add new dimensions for comprehending contemporary issues.

Faculty members teaching courses in these areas are organized as the Council on Medieval and Renaissance Studies in order to facilitate scholarship and course development more effectively, to sponsor visits by students and faculty to museums and cultural centers in New York, Philadelphia, Baltimore, and Washington, and to encourage special majors. Examples of special majors possible in this area include the medieval

church and the arts, medieval literary and philosophical developments, and the ideological and institutional revolutions of the Renaissance. Students should seek assistance in planning such special majors either through the faculty's Council on Medieval and Renaissance Studies or its Special Majors Committee.

MEDIEVAL AND RENAISSANCE STUDIES COURSES

Art 111 Ideas and Events Behind the Arts
 Art 203 Italian Painting, 1300 to 1600
 Art 205 Northern European Painting, 1400 to 1700
 Art 207 History of Architecture and Sculpture
 Classics: Latin 306 St. Augustine
 English 302 History of the English Language
 English 326 Medieval and Renaissance Drama
 English 331 Medieval Literature
 English 332 Medieval Narrative
 English 334 Renaissance Literature
 English 312 Chaucer
 English 365, 366 Shakespeare
 English: Theatre Arts 203 History of the Theatre
 General Education 101 Ideas and Institutions of Western Man
 General Education 103, 104 Literary Foundations of Western Culture
 General Education 206 Byzantine Civilization
 History 203 History of England
 History 311, 312 Medieval Europe
 History 313 Renaissance and Reformation
 Music 312 History of Medieval, Renaissance, and Baroque Music
 Philosophy 303 History of Philosophy: Classical
 Philosophy 304 History of Philosophy: Medieval and Early Modern
 Religion 121 Church History: To the Fifteenth Century
 Religion 331 History of Christian Thought: To the Fifteenth Century
 Romance Language: French 313 Civilization and Literature of France: Middle Ages to 1789
 Spanish 305 History of Spanish Literature: Origins to 1700
 Spanish 309 The Golden Age Novel

AMERICAN STUDIES COURSES

The course offerings most suitable for special majors in American Studies are quite extensive. Students may find such courses on ensuing pages of this catalogue under the departmental offerings for Art, Economics and Business Administration, English, History, Political Science, and Sociology and Anthropology. Other courses with content related to possible special majors in American Studies may be found in the departments of Education, Health and Physical Education, Music, Philosophy, Psychology, and Religion.

In addition to courses described in this catalogue, the freshman Seminar brochure and the January Term catalogue list many additional courses offered by a variety of departments or as inter-departmental courses. Such courses may also be applicable to special inter-departmental programs.

ART

Professors Qually (*Chairman*) and Annis
 Instructor C. Small

The Art Department has the following major objectives: (1) to study the historical-cultural significance and aesthetic structure of architecture, painting, and sculpture, and the enduring dialogue between continuity and change; (2) to educate the visual sensibilities beyond the routine responses, toward an awareness of the visual environment around us, as well as cognition of works of art as the living past; (3) to teach the history of art and the practice of art as separate but interrelated disciplines; (4) to provide the interested major with a curriculum which will give him a foundation for graduate or professional study leading to a career in high school or college teaching, to positions as curators or research scholars in art, to commercial art and industrial design, or as professional painters, sculptors, and printmakers.

The Department offers to prospective majors a flexible program of study in interrelated studio and art history courses. It encourages students from disciplines other than art to select freely from both types of courses. Any course in art history may be

counted toward the distribution requirement in art, music, theatre arts, or creative writing.

Requirements for majors concentrating in the history of art are; a minimum of nine art history courses selected by the student, in consultation with the adviser, which will meet his or her projected needs and which the Department considers to be a coherent program; and two basic studio courses in order to sharpen visual perception and foster an understanding of visual structure (but without any mandate for technical competence). The Department further supports the careful selection of accompanying courses from the areas of history, philosophy, music, literature, and the sciences.

Requirements for majors concentrating in studio are: Art 121, 122, and introductory courses in painting, printmaking, and sculpture; advanced courses in at least two of these disciplines and a minimum of four courses in art history. The student is encouraged to take additional courses in the discipline of his special interest and competence.

Students intending to major in art with a concentration in studio should arrange to take Art 121 and 122 in the freshman year. Students intending to concentrate in the history of art should take Art 111, 112 in the freshman year.

Because of graduate school requirements and extensive publications in French, German, and Italian, majors concentrating in the history of art are advised to fulfill their language requirement in one of these languages.

A collection of more than 30,000 color slides supports the teaching of art history and studio



classes. Students also have available a corresponding collection of 15,000 opaque color reproductions of architecture, painting, and sculpture. Art museums in Washington, Baltimore, and Philadelphia, as well as art exhibits at the College, make possible the necessary contact with original works of art.

A comprehensive examination, or its equivalent, will be required of majors in art history in order to synthesize the content of the separate disciplines of architecture, painting, and sculpture. For studio majors there will be a review by the art faculty of cumulative student work at the end of the first term of the senior year.

HISTORY OF ART

111, 112 Ideas and Events Behind the Arts

Ms. Small

An introductory study of the visual arts from prehistoric times to the twentieth century. An attempt will be made to investigate change in the arts as social, political and even natural events have stimulated response in the style and function of painting, sculpture and architecture. While an understanding of the contextual role of art is considered important, there will also be emphasis upon an understanding of the individual work of art in terms of aesthetic analysis of form and content.

120 Introduction to the Visual Arts

Ms. Small

A beginning course intended to give the liberal arts student a basic approach to visual experience, and to develop a vocabulary with which to communicate his sensory responses to the environment. This is not a chronological survey but a study of visual form, space, expression, meaning, and style relating to painting, sculpture, architecture, urban design and film. Slide illustrated lectures, independent reading, visual presentations and group discussions will provide the means for this study. Alternate years.

203 Italian Painting 1300-1600

Mr. Qually

A survey of late Medieval, Renaissance, and Mannerist painting in Italy within the context of religious, philosophical and social changes and in response to changing concepts of space. Major emphasis on Florentine painting in the fifteenth century and on painting in Rome and Venice during the sixteenth century. Particular attention will be given to Giotto, Masaccio, Piero della Francesca, Botticelli, Michelangelo, Raphael, Bellini and Titian for their importance to the development of painting and for the variety which they, and others, give to the Renaissance style. Lectures supported by color slides taken on location also provide an introduction to the understanding of visual form. Alternate years.

205 Northern European Painting 1400-1700

Mr. Qually

A study of painting in the Netherlands and Germany from Van Eyck to Holbein, and its transformation in seventeenth century Holland, Flanders, France, and Spain under the impact of the counter-reformation and the creative genius of Rembrandt, Vermeer, Rubens, El Greco, Velasquez, and Poussin. Alternate years.

206 European Painting 1700-1900

Mr. Qually

Some attention to eighteenth century painters in Italy, France, and England and their relationship to the Enlightenment. Major emphasis on the evolution of painting in France during the nineteenth century in relation to changes in the social, scientific, and philosophical structure. Examination in depth of new directions in visual form, space, and expression in the paintings of Manet, Monet, Cezanne, Van Gogh, Gauguin, and Munch. Alternate years.

207 History of Architecture and Sculpture

Mr. Annis

An historical survey and critical analysis of the development of mass, volume, and space from ancient Egypt through the Baroque period in Europe, with major emphasis on architecture. Alternate years.

208 Nineteenth-Century Architecture and Town Planning

Mr. Annis

A study of the primary stylistic and technological developments which influenced European and American architecture and urban forms during the period of an emerging industrial society. Analysis will be made of the historical, social and esthetic factors which led to the revival of earlier building styles and contributed to the decisive but temporary separation of design and engineering. Particular attention will be given to the development of iron and glass technology, the effects of new modes of communication and transportation on the image and spatial character of the city, and the increasing significance of the architect, engineer and urban reformer in the crucially changing world of the nineteenth century. Alternate years.

209 Twentieth-Century Architecture and Urbanism

Mr. Annis

An evaluation of the development and character of the urban environment as the visual embodiment of concurrent social, political and economic theories and design systems. Emphasis will be placed on the historical and continuing significance of the agrarian ideals of Howard, Olmstead, F. L. Wright, and the effects of the ideas and works of such urbanist architects as Sullivan, Gropius, Van der Rohe, Corbusier, Kahn, Venturi, Safdie and Soleri in shaping the contemporary structured landscape. Alternate years.

216 History of Modern Sculpture

Mr. Annis

A study of the evolution of sculptural forms from the nineteenth century through the present decade with emphasis on the effects of science and technology on man's changing image of man and his universe. Alternate years.

219 American Painting

Ms. Small

A survey of American painting from the Colonial Period to the early 1900's, studied in relationship to developments in Europe, and with emphasis on the response of art to the changing social and technological environment in America.

310 Twentieth Century European Painting

Ms. Small

A study of the schools and critical writings surrounding the major figures. Such movements as Art Nouveau, Nabis, Fauvism, Cubism, Futurism, German Expressionism, De Stijl, Dada, and Surrealism will be considered. Prerequisite for art history majors: Art 206.

320 Painting in America since 1900

Ms. Small

The course begins with a consideration of American responses to twentieth-century European movements. Emphasis is placed on the period since 1945, a time in which the relationship of painting to other modes of art and technological and social changes becomes particularly important in such movements as Pop, Op, Happenings, Minimal, and Funk.

400 Senior Seminar in Art History

Ms. Small

A study of critical problems in art history and a penetration into aesthetic aspects of the visual arts beyond that permitted by the normal courses in the history of art. The exact structure of the courses will be determined by the needs of the students enrolled. Not offered each year.

Studio Courses The purpose of all studio courses is to sharpen the sense of sight; coordinate mind, hand, and eye; develop the ability to organize; and integrate the intuitive and rational into creative activity. Lectures accompany basic studio courses when necessary to relate theory and practice.

The Department has presses for relief, surface, and intaglio printing as well as welding equipment for sculpture.

By agreement with the student, the department may retain selected student work.

STUDIO COURSES**121 Drawing**

Mr. Qually

An introductory course. Drawing from controlled studio problems and from nature. Intended to promote coordination of hand and eye and to achieve a degree of technical mastery over a variety of drawing tools. Above all, to educate the visual sense, of seeing in relationship; to foster an acute awareness of form, and to develop the ability to create visual equivalents for the object in nature.

122 Basic Design (two-dimensional)

Mr. Qually

An introductory course requiring no previous training. Intended to help the student develop his capacity to think and work conceptually as well as perceptually and to provide a basic discipline with which to organize a variety of materials into structural and expressive form.

127, 128 Painting

Mr. Qually

Intended as an introductory course for non-majors, and for majors as an extension of drawing and design with, of course, emphasis on the important element of color. Designed to sharpen the student's visual responses, to increase his understanding of the relationship of form and space, and of painting as organized structure as well as personal expression. Experience in still life, landscape, and abstract problems. *Prerequisite for studio majors: Art 121, 122.*

131, 132 Printmaking

An introductory course in printmaking. The creative process as conditioned and disciplined by the techniques of intaglio and lithography. Discussion of past and contemporary methods, and the study of original prints. *Prerequisite for studio majors:* Art 121, 122.

135, 136 Beginning Sculpture

An introduction to the fundamentals of three-dimensional forms and modes of expression involving creative problems in the organization of space, mass, volume, line and color. Correlated lectures and demonstrations will be used to acquaint the student with those aspects of sculptural history and theory relevant to studio projects. This course is intended for the general student, the art major, and those who plan upon graduation to undertake studies in the design fields of architecture or urban planning.

221, 222 Advanced Drawing

A continuation of 121, but with emphasis on drawing the human figure, nude and clothed, individually and in group compositions. *Prerequisite:* Art 121.

227, 228 Advanced Painting

Encouragement is given to the exploration of individual problems of pictorial organization and personal expression, involving a variety of media or a concentration on one, according to the student's temperament and ability. Experience in painting the human figure for sufficiently advanced students. *Prerequisite:* Art 127, 128.

231, 232 Advanced Printmaking

Concentrates on one medium, selected according to the student's preference and ability. *Prerequisite:* Art 131, 132.

235, 236 Advanced Sculpture

The student will formulate and conduct a program of correlated studio projects entailing experiments in materials, techniques, design systems, and forms of expression involving the elements of spatial organization. *Prerequisite:* Art 135, 136.

Individual Study

Provides an opportunity for the well-qualified student to execute supervised projects in the area of his special interest, whether studio or history. Repeated spring term.

BIOLOGY**Professor Barnes**

Associate Professors Beach (*Chairman*), Cavaliere and Schroeder

Assistant Professors H. H. Darrah, Hendrix, Logan and Winkelman

Instructor J. Mikesell

Laboratory Instructors

The courses of the Department of Biology are designed to provide a foundation in basic biol-

ogical concepts and principles and to provide the background necessary for graduate study in biology, forestry, dentistry, medicine, osteopathy, veterinary medicine and for laboratory technology and other professional biological fields.

A minimum of eight biology courses is required to complete the major. This minimum is exclusive of Individualized study and any January Term course unless otherwise designated. Beyond Introductory Biology there are no specific courses required for the major. Moreover, because of the unstructured nature of biology, prerequisites for upper level courses are few. This freedom permits the diversity of backgrounds required by different professional goals. Whatever the goal, it is expected that students will have at least one course in the areas of botany, genetics, physiology, and zoology. Specialization at the expense of breadth is discouraged, and in consultation with his adviser the student should construct a balanced curriculum.

Beginning with the Class of 1978, Chemistry 111, 112 and Chemistry 203, 204 are required of all majors in Biology. It is strongly urged that Chemistry 111, 112 be taken in the freshman year and that Chemistry 203, 204 be taken in the sophomore year.

Two courses in introductory physics (either Physics 103, 104 or Physics 111, 112) are required for admission to graduate and professional schools, but this subject is not a requirement for the major.

A minimum competency in mathematics is expected of all majors in biology. Competency may be defined as a knowledge of trigonometry, advanced algebra, analytic geometry, and calculus. Any deficiency should be rectified with Mathematics 107, 108 (Applied Statistics and Calculus) or Mathematics 110 (Introductory Analysis) and Mathematics 111 (Beginning Calculus).

The distribution requirement in laboratory science may be satisfied by Biology 101, 102 or by Biology 101 plus a January course designated for this purpose.

January Term offerings include a variety of courses: (1) special courses in biology to satisfy the distribution requirement in laboratory science or for the major requirement, (2) overseas field courses, (3) internships in hospitals and research

labs and with veterinarians, and (4) opportunities for individualized study.

101,102 General Biology

Staff
This course is designed to provide for non-science majors an appreciation of the physical and chemical dynamics of life; the structural organization within which these processes operate; the relationship of structure and function in living organisms; and the interactions among organisms and with their environment. Approaches of modern biologists to current problems are introduced. Particular attention is given in the second term to human biology and the relationship of biology to human concerns. Three class hours and three laboratory hours.

111, 112 Introductory Biology

Staff

An introduction to biological principles and concepts for science majors. First term: Structure and function of cells, genetics, development, and mechanisms in evolution. Second term: Functional morphology of organisms, behavior, evolution, phylogeny, and ecology. Three class hours and three laboratory hours.

201 Comparative Anatomy of Vertebrates

Mr. Winkelmann

Detailed examination of the origins, structure, and functions of the organ systems of vertebrates. Special attention is given to the progressive modification of organs from lower to higher vertebrates. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and six laboratory hours.

205 Principles of Genetics

Mr. Beach

The fundamental principles of Mendelian genetics, the interpretation of inheritance from the standpoint of contemporary molecular biology, and the relationships between heredity and development, physiology, ecology, and evolution. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and three laboratory hours.

208 Microtechniques and Histochemistry

Mrs. Darrah

Fundamentals of microscopy, preparation of biological materials for microscopic investigation; practice in basic techniques, especially paraffin, nitrocellulose, and freezing including histochemical methods used to locate and measure substances and activities in tissues, cells, and organelles. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and three laboratory hours.

214 Protistan Biology

Miss Logan

Cellular and subcellular organization in viruses, bacteria, protozoans, algae, fungi, and lichens; culture techniques, reproduction, physiology, ecology, theories of evolutionary origin, and phylogenetic relationships. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and three laboratory hours.

217 An Evolutionary Survey of the Plant Kingdom

Mr. Mikesell

A synopsis of the bryophytes and tracheophytes with emphasis on the comparative morphology, adaptive diversity, and phylogeny of the groups. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and three laboratory hours.

220 Physiology of Plant Growth and Development

Mr. Cavaliere

The physiology of growth and function in vascular plants; the relationship between structure and function in plant systems;

plant responses, growth promoting substances, photoperiodic responses, water absorption and transpiration, mineral nutrition, general metabolic pathways. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and three laboratory hours.

302 Anatomy and Morphology of Angiosperms

Mr. Mikesell

An anatomical approach to the study of higher plant structures; tissue and organ differentiation; environmental aspects of development, plant anomalies; literature discussions. *Prerequisite:* Biology 111, 112 or permission of the instructor. Three class hours and three laboratory hours. (Not offered 1975-76)

304 Plant Taxonomy and Phytogeography

Mr. Mikesell

The concepts and principles of vascular plant taxonomy with practice in identification and collection; modern concepts and methods in plant systematics; cytogenetics and numerical taxonomy; principles and theories of plant geography and vegetation types throughout the world. *Prerequisite:* Biology 111, 112 or permission of the instructor. Three class hours and three laboratory hours. (Not offered 1975-76)

306 Ecology

Mr. Beach

The study of the principles of ecology, with emphasis on the role of chemical, physical, and biological factors affecting the distribution and succession of plant and animal populations and communities. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and three laboratory hours.

307 Biology of the Fungi

Mr. Cavaliere

Organization on the cellular and subcellular levels; culture techniques, morphology, physiology, genetic systems, reproduction and ecology; the relationship of fungi to human affairs — plant pathology, medical, economic and industrial mycology. *Prerequisite:* Biology 111, 112 or permission of the instructor. Three class hours and three laboratory hours.

309 Experimental Morphology

Mrs. Darrah

An introduction to the principles and methods of experimental morphology. Emphasis will be placed on regeneration, metamorphosis, and transplantation. Group experiments, an individual problem, and weekly seminars. *Prerequisite:* Biology 111, 112 or permission of instructor. A knowledge of comparative anatomy or physiology is recommended. Six hours a week in class-laboratory work.

313 Histology-Cytology

Mr. Schroeder

The structural organization of cells with special reference to the functional architecture of organelles; the cellular organization of human tissues and organs and the relationship of structure to function. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and three laboratory hours.

320 Biology of Development

Mr. Barnes

A survey of the levels of biological development: molecular, cellular, and organismic. Major attention is given to embryonic development in multicellular organisms, especially animals. Vertebrates are emphasized in the study of the formation of animal organ systems. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and three laboratory hours.



323 Parasitology

Mr. Hendrix

An introduction to the general principles of parasitism with emphasis upon the evolution, taxonomy, morphology, and physiology of the major groups of animal parasites of man and animals. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and three laboratory hours.

324 Vertebrate Zoology

Mr. Winkelmann

The classification, evolution, and natural history of vertebrates, including a survey of the taxonomy and behavior of the local vertebrate fauna. *Prerequisite:* Biology 201 or permission of the instructor. Six hours a week in class, laboratory, and field work.

327 Invertebrate Zoology

Mr. Barnes

The biology of the invertebrate phyla, with special emphasis on adaptive morphology and physiology and on phylogeny. *Prerequisite:* Biology 111, 112 or permission of the instructor. Six hours a week in class-laboratory work.

330 Bacteriology

Mr. Hendrix

An introduction to the biology of bacteria and viruses: their morphology, reproduction, physiology, genetics, and ecology. Laboratory time is spent in applying the basic isolation, handling, and biochemical characterization of bacteria and bacteriophages. *Prerequisite:* Biology 111, 112 or permission of instructor. Three class hours and four laboratory hours.

339 Cellular Physiology

Miss Logan

A study of plant and animal cell functions; growth and reproduction on the cellular level; photosynthesis and respiration; cellular functions of plant and animal hormones; carbohydrate, lipid and nitrogen metabolism. *Prerequisites:* Biology 111, 112 or permission of instructor and Chemistry 111, 112. Three class hours and three laboratory hours.

340 Animal Physiology

Mr. Schroeder

An introduction to the principles of animal function. Man is emphasized but other groups are considered for comparative purposes. A significant block of time (3-7 hours per week) is spent in the laboratory which stresses basic experimental techniques. An independent project must be undertaken as part of the course. *Prerequisites:* Biology 111, 112 or permission of instructor; Chemistry 111, 112. Three class hours and laboratory.

Individualized Study

Independent investigation of a topic of special interest to the student. Study would normally include both literature and laboratory research carried out under the direction of a faculty member familiar with the general field of study. A seminar dealing with the investigation will be presented to the staff and students as a part of individualized study. Open to juniors and seniors. *Prerequisite:* Approval of both the directing faculty member and the Department prior to registration day.

CHEMISTRY

Professors Fortnum, Rowland (*Chairman*) and Schildknecht.

Assistant Professors Cotter and Parker

Assistant Instructors Jackson and Wilson

Each course offered by the Department provides an opportunity for a concentrated study of the various principles of classical and contemporary chemical knowledge. From the introductory to the advanced courses, application is made of basic theories and methods of chemical investigation. Progress in the discipline has antiquated the practice of studying chemistry by rote accumulation of facts and has led to a process of meaningful interpretation of chemical phenomena based upon well-founded theories and sound experimental evidence. The courses offered by the Department utilize lectures, discussions, library work, and laboratory investigations in order to emphasize the concepts that underlie the topics covered. Each course, as well as the major itself, is designed for the curious and interested student regardless of the future career aspirations of that student.

The eight basic courses required for a major are Chemistry 111, 112 (or 112A), 203, 204, J21, 305, 306, and 317. Additional offerings within the Department may be elected according to the interests and goals of the individual student. Physics 111 and 112 and mathematics through 211 are required of all chemistry majors. Additional courses in mathematics (212) and physics may be recommended for those contemplating graduate study in certain areas. Majors fulfill the College language requirement in German or French. Junior and senior majors are expected to join with staff members in a seminar series which is designed to provide an additional opportunity for discussion of current developments in the field.

The following combinations of chemistry courses may be used to satisfy the distribution requirement in laboratory science: either 101 or 111 followed by 102, 112, 112A, or appropriately designated January term courses; and 104 in conjunction with the appropriate January term course. (Course credit will not be given for both Chemistry 101 and 111 or 102 and 112. Credit will not be given for more than two introductory chemistry courses.)

For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Chemistry.

Individualized study and directed laboratory work are available in connection with most courses. An honors section (112A) of the Fundamentals of Chemistry course provides a select group of students with such an opportunity at the introductory level. Emphasis is placed upon individual as well as group study in the January Term offerings. During his senior year the major may elect Chemistry 452, a research course in which he can utilize his knowledge and creativity extensively.

The department's library and its laboratory facilities are at the disposal of all students enrolled in chemistry courses. Numerous lectures, seminars and coffee hours are sponsored by the Department and Sceptical Chymists. These often involve resource persons from universities, industries, and medical schools and are designed to complement the curricular activities of the department. Many qualified upperclassmen — chemistry majors and others — gain valuable experience from serving as laboratory assistants.

The program of the Department is accredited by the American Chemical Society. The paths taken by majors after graduation are varied, although most enter graduate work in chemistry. Graduates also enter medical and dental schools, industrial and government research laboratories and secondary school teaching.

101 General Chemistry

Mr. Schildknecht

Designed for students who plan to take only two courses in chemistry and have little or no previous knowledge of the subject. The lectures and discussions deal with the historical development of chemical principles and their applications in related sciences, industry and agriculture. The laboratory work includes qualitative and quantitative experiments related to principles discussed in lectures. Three lecture hours and one laboratory afternoon.

102 General Chemistry

Mr. Schildknecht

The elementary chemistry of carbon and silicon compounds, radioactivity and nuclear chemistry are emphasized along with their relations to biology, medicine and geology. Laboratory work includes identification of common inorganic and organic substances and small research projects. *Prerequisite:* Chemistry 101 or 111. Three lecture hours and one laboratory afternoon.

104 Chemistry — A Liberal Art Mr. Rowland and Mrs. Jackson

An introduction to the conceptual and arithmetical processes used by those called chemists in the analysis of systems defined as chemical. The course will be approached by defining problems of practical or theoretical interest followed by a detailed look at the basic knowledge that is necessary to attempt to find an answer to the problem. The course will try to show that certain fundamental (and often simple) concepts underlie the solution of apparently complex problems. The course is recommended for anyone interested in the methodology employed by a practicing chemist. Chemistry 104 in conjunction with the appropriate January term course may be counted toward the distribution requirement in science. *Prerequisite:* None. For non-science majors only. Three lecture hours and one laboratory afternoon.

111 Fundamentals of Chemistry

Mr. Parker, Mrs. Jackson, and others

An introduction to current thoughts and practices in chemistry. Lectures deal with various theories of bonding, symmetry, and geometry in chemical species, stoichiometric relationships, properties of solutions, and elementary thermodynamics. The laboratory work covers quantitative relationships by employing titrimetric, gravimetric, and some simple spectrophotometric techniques. This course is designed for biology, chemistry, and physics majors and others with a good secondary school background in chemistry and elementary mathematics. Course credit is not granted for both Chemistry 101 and 111. Three lecture hours and one laboratory afternoon.

112 Fundamentals of Chemistry

Mr. Parker, Mrs. Jackson, and others

Kinetics and mechanisms of reactions, equilibrium, and electrochemistry are discussed in detail on the basis of information covered in Chemistry 111. Electromagnetic radiation and crystal field and other theories of complex formation are studied in order to lead into certain aspects of molecular geometry. Laboratory work includes qualitative inorganic cation analysis, the kinetics of certain reactions, and the application of various instrumental procedures to the quantitative analysis systems. Course credit is not granted for both Chemistry 102 and 112. *Prerequisite:* Chemistry 111. Three lecture hours and one laboratory afternoon.

112A Fundamentals of Chemistry Mr. Parker and Mrs. Jackson

Designed as an honors seminar for the more capable first-year chemistry students. Kinetics and mechanisms of reactions, chemical equilibrium, electrochemistry, and crystal field theory are among the topics discussed. Laboratory includes qualitative analysis and the application of instrumental procedures to the analysis of systems. Emphasis is placed on independent work with necessary guidance in both the seminar and the laboratory. *Prerequisite:* Chemistry 101 or 111 and invitation of the Department. Two afternoons.

203 Organic Chemistry

Mr. Rowland

A study of the fundamental concepts of the chemistry of carbon compounds, with emphasis on methods of preparation, reaction mechanisms, stereochemical control of reactions, and the application of spectroscopy to problems of identification. *Prerequisite:* Chemistry 112 or 112A. Three lecture hours and one laboratory afternoon.

204 Organic Chemistry

Mr. Rowland

An extension of the study of the various classes of organic compounds, including substitutions in the aromatic nucleus, polycyclic compounds, and natural products such as amino acids, carbohydrates, peptides and enzymes. Approximately one-half of the laboratory work will be devoted to a problem of the student's choice. *Prerequisite:* Chemistry 203. Three lecture hours and one laboratory afternoon.

J21 Chemical Applications of Spectroscopy

Staff

The theories and applications of ultraviolet, infrared, nuclear magnetic resonance, and mass spectroscopy are discussed in relation to the import of these spectroscopic methods in the analysis of chemical systems. The utilization and limitations of each type of spectroscopy are covered. Course work includes lectures, discussions, and laboratory sessions. The lab periods involve a study of the construction and operation of the pertinent spectrometers as well as the actual use of these instruments in the identification of compounds. Lecture work will normally be supplemented by films on various facets of spectroscopy. *Prerequisite:* Chemistry 203.

305 Physical Chemistry

Mr. Fortnum

Quantum mechanics, statistical thermodynamics and chemical kinetics are studied through the use of lectures, readings in the chemical journals, and discussions. Specific chemical systems are examined. Problems, laboratory experiments, and projects are used to encourage the individual study of related physical chemical problems. *Prerequisite:* Chemistry 305. Three lecture hours, one discussion hour, and one laboratory afternoon.

306 Physical Chemistry

Mr. Fortnum

Modern instruments are utilized in the study of chemical analysis. Topics include electronanalytical methods, quantitative spectroscopy, mass spectrometry, chromatography and radiation chemistry. Analytical methods will be studied from both a chemical and an instrumentation point of view. Some basic electronic principles for chemical instrumentation will be presented, while the laboratory will also stress quantitative analytical procedures and laboratory preparations. *Prerequisites:* Chemistry 204 and J21. Three lecture hours and two laboratory afternoons.

317 Instrumental Analysis

Mr. Cotter

Modern instruments are utilized in the study of chemical analysis. Topics include electroanalytical methods, quantitative spectroscopy, mass spectrometry, chromatography and radiation chemistry. Analytical methods will be studied from both a chemical and an instrumentation point will be presented, while the laboratory will also stress quantitative analytical procedures and laboratory preparations. *Prerequisites:* Chemistry 204 and J21. Three lecture hours and two laboratory afternoons.

353 Advanced Organic Chemistry

Mr. Rowland

Principles of stereochemistry are employed in emphasizing the modern aspects of structure and reactivity in organic compounds. Symmetry classifications, the Woodward-Hoffman rules governing electrocyclic reactions, molecular dissymmetry, and related topics are discussed prior to a study of reaction mechanisms. Laboratory work involves the identification of organic unknowns and mixtures of unknowns by classical methods of separation and

by spectroscopic and chromatographic procedures. *Prerequisites:* Chemistry 204 and J21. Three lecture hours and two laboratory afternoons.

373 Advanced Inorganic Chemistry

Mr. Parker

Selected topics in inorganic chemistry are discussed, such as boron compounds; valence bond, crystal field, and molecular orbital theories; and coordination chemistry. In addition to studying the stereochemistry and reaction mechanisms of coordination compounds, group theoretical and experimental methods for the elucidation of the structure and bonding of these compounds are discussed. *Prerequisite:* Chemistry 306. Three lecture hours.

460 Research

Staff

An investigation in an area of mutual interest to the student and a faculty director. The course will normally involve laboratory work with adjunct literature surveys. Students may work individually or in small groups on a particular problem. The results of the investigation are submitted in the form of a thesis. *Prerequisite:* Open to chemistry majors with permission of the research director. Offered during fall and spring terms.

CLASSICS

Professor Pavlantos (*Chairwoman*),

Assistant Professors C. R. Held and Parks

The main objective of the Department is to give a thorough foundation in Latin and Greek to those students who expect to specialize in this field as teachers, graduate students, archaeologists, or linguists. The Department also strives to contribute to the education of those who are not specialists; to help in the clear and artistic expression of thought; to help understand the terminology of science, law, theology, medicine, etc.; and to help all students to a better understanding of language structure in general and thereby to a mastery of English. The long-range objective is to show all students that the great literary men of Greece and Rome addressed themselves to thoughts and ideas which are as urgent in the twentieth century as they were to those ancient civilizations.

Requirements for a major in Latin: 9 courses beyond Latin 101-102, including Latin 151 and 312. Requirements for a major in Greek: 9 courses beyond Greek 101-102 including Greek 151.

In both Greek and Latin the intermediate (201-202) course, or its equivalent, is a prerequisite for all higher-numbered courses.

Latin 201-202 and Greek 201-202 may be used to meet the College's language requirement. Latin 203, 204, 303, 304, 305, 306, 307, 311, 401, 403,

Greek 203, 204, 301, 302, 303, 304, 305, 306, 403, and Classics 162, 164, 166, 168 may be used to fulfill the College distribution requirement for literature. Latin 151 and Greek 151 may be used toward fulfillment of the College distribution requirement in history, philosophy, or religion and may be counted toward a major in history with the consent of that Department.

For prospective secondary school teachers the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Latin.

Through a cooperative arrangement under the auspices of the Central Pennsylvania Consortium, Gettysburg, along with the other three member colleges — Dickinson, Franklin and Marshall, and Wilson — share membership in both the American School of Classical Studies in Athens and the Intercollegiate Center for Classical Studies in Rome.

GREEK

101, 102 Elementary Greek

Staff

An introduction to the alphabet, inflections, and syntax of Attic Greek.

151 Greek History

Mrs. Pavlantos

A survey of Hellenic civilization from the earliest times to the Hellenistic age. Extensive readings in Herodotus and Thucydides (in English). Independent project. A knowledge of Greek is not required. Alternate years; offered 1976-7

201, 202 Intermediate Greek

Staff

Designed to increase the student's skill in reading texts. During the first term, selections from Xenophon's *Anabasis* are read, with emphasis on grammar. During the second term, Xenophon and other authors are read including some writers of the New Testament. *Prerequisite:* Greek 101-102 or its equivalent.

203 Plato

Mr. Held

The *Apology* and *Crito*, with selections from other dialogues are read to give a coherent picture of Socrates.

204 New Testament Greek

Mr. Held

An introduction to Koine Greek. Selections from the New Testament with attention to their language and content.

301 Homer

Mr. Parks

Selections from the *Iliad* and *Odyssey*. Examination of Homeric forms, syntax and style. Supplemental reading in English. Not offered every year.

302 Greek Historians

Mrs. Pavlantos

Extensive readings in the text of Herodotus or Thucydides. Oral reports and a paper. Not offered every year.

**303 Greek Comedy**

Mr. Held

An introduction to Greek drama. Selected comedies of Aristophanes are read with attention to style and metrics for their comments on the social and political life of fifth century Athens. Not offered every year.

304 Greek Tragedy

Mr. Held

Selected plays of Aeschylus, Sophocles, and Euripides. The tragedies are interpreted through a close examination of the language. Various plays are read in English. Oral reports. Not offered every year.

306 Greek Oratory

Mr. Held

Selected orations of Demosthenes and Lysias are studied for their style and for their information pertaining to the personal life of the ancient Greeks. Not offered every year.

Individualized Study

Staff

LATIN**101, 102 Elementary Latin**

Staff

An introduction to Latin. Designed for those who have had no previous contact with the language.

151 Roman History

Mrs. Pavlantos

The history of the Republic. Extensive reading in Livy and Tacitus (in English). Independent project. A knowledge of Latin is not required. Alternate years; offered 1975-6.

201, 202 Intermediate Latin

Staff

Designed to increase the student's skill in reading texts. Selections from Latin prose and poetry are read, with continuing grammatical review and analysis. *Prerequisite:* two years of secondary school Latin or Latin 101-102.

203 Roman Prose

Staff

Selections from the Roman prose writers are studied to increase the student's ability to read Latin. There is an intensive review of grammar. *Prerequisite:* four years of secondary school Latin or Latin 201-202.

204 Roman Poetry

Staff

Extensive reading in Latin poetry, with a close examination of poetic forms other than the longer epic. A term paper is required. *Prerequisites:* four years of secondary school Latin or Latin 201-202.

303 Cicero

Mr. Parks

Selected essays of Cicero, with supplemental reading from his letters and orations. Assigned reading in English on Cicero and the society in which he lived. Not offered every year.

304 Roman Comedy

Mr. Parks

Selected plays of Plautus and Terence. Survey of the Roman theatre; origin and development of Roman drama. Oral reports and a paper. Not offered every year.

305 Ovid

Mrs. Pavlantos

Extensive readings in the *Metamorphoses*. Oral reports and a paper. Not offered every year.

306 St. Augustine

Mr. Held

Selections from the first nine books of the *Confessions*. Attention is given to the differences between Late Latin and Classical Latin. An introduction to the life and thought of the greatest of the Latin church fathers. Not offered every year.

307 Roman Elegy

Mr. Held

Selected elegies of Catullus, Tibullus, and Propertius are read. The love poetry of the Romans is studied for its style, content and metrics. Not offered every year.

311 Lucretius

Mr. Held
Extensive reading in *On the Nature of Things* with attention to Lucretius' metrical forms, science, and philosophy. Oral reports and a paper. Not offered every year.

312 Prose Composition

Mr. Held
A course designed to increase the student's ability to translate from English into Latin. Includes a thorough grammar review. Not offered every year.

401 Vergil

Mrs. Pavlantos
A seminar devoted to the study of Vergil's literary style, poetic genius and humanity in the *Aeneid*. No translation will be done in class. Oral reports and a paper. Open to seniors and qualified juniors. Not offered every year.

Individualized Study

Staff

CLASSICS**162-166 Genre Literature**

An examination of the genre literature of Greece and Rome in translation. Selected works will be studied through analysis of form, structure, and content. No knowledge of Greek or Latin is necessary. Designed primarily for the non-major but may count toward a major with the consent of the department.

Classics 162 Ancient Epic (1977-8)

A study of Homer, Apollonius of Rhodes, Lucretius, and Vergil.

Classics 164 Comedy (1976-7)

A study of Aristophanes, Menander, Plautus, and Terence.

Classics 166 Tragedy (1975-6)

A study of Aeschylus, Sophocles, Euripides, and Seneca.

ECONOMICS AND BUSINESS ADMINISTRATION**Professor W. F. Railing (Chairman)**

Associate Professors Baird, Hill and Williams

Assistant Professor R. M. Gemmill

Instructors Collier, Niiro and Pineno

Lecturers Patterson and J. M. Railing

Assistants

The Department offers a program designed to produce an understanding of economic theory and economic institutions, and to provide students with the specialized tools and knowledge required to analyze the important economic issues in human society. Theoretical and applied courses are offered which meet the needs of students who intend to (1) pursue graduate study in economics; (2) enter graduate professional schools in business administration, law, and related areas; or (3) pursue a

career in business or government. Fundamentals rather than techniques are stressed.

A student may select either economics or business administration as a major field. Economics is the social science which is concerned with the study of the operation of various types of economic systems. An economic system is the means whereby human societies answer the important economic questions facing them, such as how to allocate scarce resources efficiently, how to maintain economic stability, how to foster economic growth, and how to distribute the fruits of economic activity equitably. Business administration is the study of the language, functions, techniques, and creative opportunities involved in the control and operation of the business firm or other organizations.

Minimum requirements for students majoring in economics are: Economics 101-102, 153, 241, 243, 245, and 333, and three courses chosen from the following: Economics 242, 301, 303, 305, 324, 336, 351, and 352. Majors in business administration are required to complete Economics 101-102, 153, 241, 243, 245, and 336, and to select three courses from the following: Economics 154, one advanced course in accounting, 351, 352, 361, 363, 365, and 367. In addition, the Department recommends that its majors take Mathematics 165. A student who plans to pursue graduate study in economics or business administration is encouraged to take Mathematics 117-118 or Mathematics 111-112 and 211-212, and Economics 242, 351, and 352. Mathematics 357-358 may be taken by a major in economics or a major in business administration in place of Economics 241, 242, provided both terms of Mathematics 357-358 are completed.

During the first two years of residence, all students who intend to major in economics or business administration should complete Economics 101-102, 153, 241, 243, and 245. Students who develop an interest in one of these two fields will, however, find it possible to major in the Department starting at the close of the sophomore year or at the beginning of the junior year without having followed the above program, if they have completed Economics 101-102 and a substantial number of the College distribution requirements.

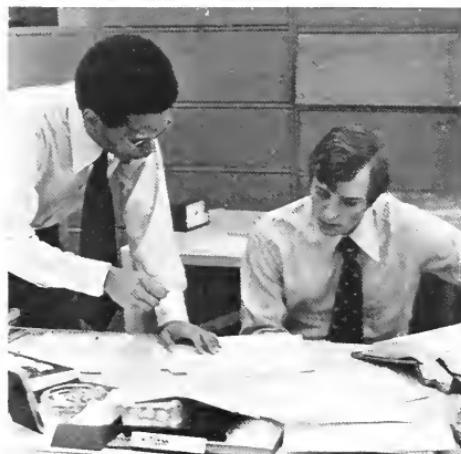
Economics 101-102 is a prerequisite for all courses offered by the Department except Econom-

ics 153, 154, 253-254, 310, 353-354, 355, 356, 363, 364, and 373-374. Upon application by a student, the prerequisites for a course may be waived by the instructor.

The Department, to the best of its knowledge, offers the courses which are necessary to satisfy the Certified Public Accounting requirements in all the states. Therefore, a student who majors in business administration or in economics and concentrates in accounting at Gettysburg College will not find it necessary to attend graduate school in order to take the Certified Public Accounting Examination in any state, provided the following courses are included in his or her program: Economics 153, 154, 253-254, 305, 363, 364, 367, and at least four of the following: 353-354, 355, 356, and 373-374.

Each student majoring in the Department must, as a requirement for graduation, achieve a satisfactory score on the senior comprehensive examination in his or her major field (economics or business administration), which is administered during the spring term of a student's senior year. In order to qualify for Departmental Honors in his or her major field, a student must (1) perform very well in the senior comprehensive examination, (2) satisfactorily complete Economics 402 during the senior year, and (3) have earned an acceptable overall and Departmental grade point average.

Students majoring in economics or in business administration are encouraged to participate in The Washington Economic Policy Semester at The American University. This Program consists of an intensive examination of the policy making process in Washington, particularly as it relates to economic policy. It is designed for students with an interest in the practical as well as the theoretical. The Semester includes international as well as domestic economic policy and the macro as well as the micro dimensions of such policy. Persons concerned with the economic policy meet regularly in a seminar with the students, and each student has the option of (1) an internship with an organization concerned with economic policy or (2) an independent research project. Interested majors in the Department should (1) plan to participate in The Washington Economic Policy Semester during the fall term of their junior year, (2) have completed Economics 101-102, 153, 241, 243, and 245, and (3) see Dr.



Railing at the beginning of the spring term of their sophomore year, or earlier, to learn more about the Semester and to make application for it.

Students enrolled in The Harrisburg Urban Semester, who are majoring in economics or in business administration should do the individualized study project in Economics .

The Departmental brochure, entitled *Handbook for Majors*, contains additional information regarding the policies and practices of this Department. All majors and potential majors are urged to obtain a copy of this booklet.

101-102 Principles of Economics

Messrs. Collier, Gemmill, Niilo, Railing, and Williams

The purpose of these courses is to give the student a general understanding of economic systems and economic analysis, with emphasis on the operation of the American economic system. It deals with topics of neoclassical, Keynesian, and post-Keynesian economics, such as national income, employment and growth, monetary and fiscal policy, the price system, income distribution, and international economics. A student completing these courses should be able to analyze economic problems and reach well-considered judgements on public policy issues.

153 Managerial Accounting

Messrs. Baird, Patterson, and Pineno

The primary objectives are to have the student grasp the overall usefulness of accounting to management and other interested parties, and to understand and use typical accounting reports of both the internal (managerial) and external (published) types. Special emphasis is placed on the role of accounting in managing

economic units by analyzing and interpreting financial statements. The subject matter is presented largely from the point of view of the user, rather than the producer, of economic information. Repeated in the spring term.

154 Fundamentals of Accounting Theory

Mr. Collier
Messrs. Baird, Patterson, and Pineno

A more detailed study of the process of identifying, measuring, recording, classifying, and summarizing economic information for single proprietorships, partnerships, and corporations. Topics covered include the worksheet, special journals, electronic data processing, payroll, interest, investments, and cost accumulation, including its control. The subject matter is presented largely from the point of view of the producer, rather than user, of economic information. *Prerequisite: Economics 153*

241 Introductory Economic and Business Statistics Mr. Hill

The purpose of this course is to introduce the student to statistical techniques and quantitative analysis as used in economics and business. Topics included are measures of central tendency, dispersion, skewness, kurtosis, the normal distribution and applications; Chi-square applications; probabilities based on the normal distribution; the binomial distribution, and the Poisson distribution; sampling; inference theory and its application to decision-making; and linear regression and correlation. *Prerequisite: Economics 101-102*

242 Intermediate Economic and Business Statistics Mr. Hill

This course introduces more advanced statistical theory and its application to economic and business problems of analysis and forecasting. It includes nonlinear regression and correlation; multiple regression and correlation; Chi-square tests; variance analysis; index numbers; and time series and their decomposition as to trend, cyclical, seasonal, and irregular components. *Prerequisite: Economics 241*

243 Intermediate Macroeconomic Theory Mr. Railing

This course continues the study of the theory of the determination of the aggregate level of economic activity in a free enterprise system, the methods by which a high level of employment and income may be maintained, the causes of inflation and methods of preventing it, and related aspects of monetary and fiscal policy. There is also a brief consideration of social accounting, with special emphasis on the National Income Accounts of the Department of Commerce, and input — output analysis, flow of funds analysis, and national balance sheets. Repeated in the spring term. *Prerequisite: Economics 101-102*

245 Intermediate Microeconomic Theory Mr. Hill

An advanced study of partial equilibrium theory of consumer demand; the theory of production; the theory of the firm in market conditions of pure competition, monopoly, oligopoly, and monopolistic competition; the theory of factor prices and income distribution; general equilibrium; welfare economics; and linear programming. Repeated in the spring term. *Prerequisite: Economics 101-102*

253-254 Intermediate Accounting Mr. Baird

A continued and more intensive study of the principles and theories prevalent in accounting with consideration given to alternative methods of recording and presenting accounting data.

An effort is made to acquaint the student with the predominant professional groups and their pronouncements on accounting matters. *Prerequisite: Economics 153, 154*

301 Labor Economics

Mr. Collier

A study of the growth of the labor movement, the character of labor problems, union organization, labor legislation and the economic theory of solutions to labor-management problems are considered. An analysis of labor-management relations from the viewpoint of the employee, the employer, and the public is covered. *Prerequisite: Economics 101-102*

303 Money and Banking

Mr. Gemmill

An examination of the role of money, credit, and financial institutions in the determination of price and income levels. Coverage included the nature and functions of money and credit, the nature and operation of the commercial banking system, the structure and activities of the Federal Reserve System, monetary theory, and the role of monetary policy in the American economy. Emphasis is placed upon the evaluation of current theory and practice in meeting the needs of a dynamic economic system. *Prerequisite: Economics 101-102*

305 Public Finance

Mr. Railing

This course is concerned with the principles, techniques, and effects of obtaining and spending funds by governments, and of managing government debt. The nature, growth, and amount of the expenditures of all levels of government in the United States are considered, along with the numerous types of taxes employed by the various levels of government to finance their activities. The growth and size of government debt in the United States are also studied. *Prerequisite: Economics 101-102*

310 Cultural, Social, and Physical Geography

Mr. Hill

The first half of the course is a survey of the physical environment to acquaint the student with the elements and interrelationships of the atmosphere, the hydrosphere, and the lithosphere. The second half of the course is a systematic and regional study of the habitable earth with emphasis on latitudinal position, the climatic and demographic resource limits; fauna and flora distributions; and the superimposed involvement of cultural, economic and political institutions. This course satisfies the geography requirement for those students who wish to teach in the public schools.

324 Comparative Economic Systems

Mr. Collier

A comparative analysis of the historical, philosophical, political, and economic principles of centrally directed economies as opposed to free enterprise. Primary attention is given to factors explaining the evolution and present structure of economic institutions in societies of the Soviet type in relation to non-Soviet economics. *Prerequisite: Economics 101-102*

333 History of Economic Thought and Analysis

Mr. Collier

A historical study and analysis of economic ideas, institutions, and policies in relation to major forms of social, political, and economic problems. Particular emphasis is laid on the economic, and nationalist and socialist criticisms of this type of economic thought; historical schools and institutional economics, and Keynesian and post-Keynesian development of economic thought and its criticisms. *Prerequisite: Economics 101-102*

336 International Economic Development and Trade Mr. Collier

An examination of the economic and non-economic factors accounting for the economic growth and development of modern economically developed nations and less developed areas of the world. A review of the problems encountered in initiating and sustaining the process of economic development is covered. Various theories of economic growth and development are analyzed and major policy issues are discussed, especially as they relate to international trade. *Prerequisite:* Economics 101-102.

351 Application of Mathematics to Economics and Business

Mr. Nüro

This course is designed to introduce the student to the application of calculus and matrix algebra in economic theory, economic measurement, and business administration, and to enable him or her to carry theory from economic into mathematical terms and vice versa. Readings in the economic and business literature, and problems will be assigned. *Prerequisite:* Economics 243, 245, and Mathematics 117-118 or Mathematics 111-112 and 211-212.

352 Introduction to Econometrics

Mr. Niiro

This course is designed to introduce the student to the applications of mathematical economic theory and statistical procedures to economic and business data. Economic theorems will be tested empirically, and readings in the econometric literature and problems will be assigned. *Prerequisite:* Economics 243, 245, Mathematics 117-118 or Mathematics 111-112 and 211-212, and Economics 242 or Mathematics 358.

353-354 Cost Accounting

Messrs. Baird and Pineno

The study of physical and monetary input - output relationships and the use of such productivity and cost studies for managerial evaluation, planning, and control. Practice work is performed in job order, process, and standard costs. Emphasis is placed on managerial control and use of cost accounting data in 354. *Prerequisite:* Economics 153, 154.

355 Auditing

Mr. Baird

An introduction to principles and procedures of auditing, including preparation of audit programs and working papers and the writing of reports. Some of the actual experience of conducting an audit is simulated through completion of a practice set. *Prerequisite:* Economics 153, 154.

356 Federal Taxes

Mr. Baird

A study of federal taxes, their historical development and current implementation, with particular attention given to the income tax on corporations and individuals. Emphasis is placed on the researching of tax problems through use of loose-leaf tax services. Some work on the preparation of returns is also included. *Prerequisite:* Economics 153, 154.

361 Marketing Management

Mr. Pineno

The marketing system is evaluated as a mechanism for the exchange of information, creation of and adjustment to demand, and the sale of products and services. Emphasis is on the managerial approach to the selection, evaluation, and control of price, product line, distribution, and promotion in the marketing program. Marketing case studies are prepared and discussed. *Prerequisite:* Economics 101-102.

Prerequisite: Economics 101-102.

363 Business Law I

Mrs. Railing

The purpose of Business Law I is three-fold: (1) to introduce the student to the American judicial system, (2) to make the student aware of how legal disputes can occur, and (3) to help prepare the student for the Business Law Part of the Certified Public Accounting Examination. An overview of the historical development of law, the sources of law today, criminal and tort laws are presented. The law of contracts is then explored in depth. Civil procedure and the court systems as well as secured transactions are also fully discussed.

364 Business Law II

Mrs. Railing

This course is a continuation of Business Law I. The student is given further preparation for the Business Law Part of the Certified Public Accounting Examination. Among the topics covered are commercial paper, employment, principal and agent, partnerships, corporations and estates. *Prerequisite:* Economics 363.

365 Personnel Management

Mr. Williams

The changing nature of the management commitment and the essential techniques, attitudes, and areas of responsibility that contribute to a sound personnel program are presented. Both the functional context and the behavioral factors and implications that underlie individual and group behavior in the work situation are studied. Additional time is spent on the nature of the decision-making processes as they affect the individual and the organization, as well as the central importance of the individual in the organization. The place of character and personality, and a sense of individual and social responsibility are also stressed. *Prerequisite:* Economics 101-102.

366 Business Management

Mr. Williams

The language background, and need for scientific management and the changing social responsibilities and management's response are presented. The major functional areas of internal and external activities of an organization are studied, and further consideration is given to the contribution of behavioral and management sciences in treating the organization as a complex interrelated system. The attributes of good administration and administrative practices are emphasized. The decision-making processes and the place of the computer in modern management are considered. The key position the professional manager holds in the firm or any other organization and in the economy is stressed. The importance of a professional attitude is introduced. The organization is presented as the pre-eminent user of people, and of knowledge through people as a major managerial and social responsibility. *Prerequisite:* Economics 101-102.

367 Business Finance

Mr. Gemmill

An introduction to the principles, practices, and institutions involved in the acquisition and administration of funds by the business firm, with emphasis upon the corporate form. Coverage includes asset management, sources and costs of capital, the money and capital markets, business expansion, failure and reorganization. Emphasis is upon the application of economic theory and basic decision theory to the financial problems and practices of the firm. *Prerequisite:* Economics 101-102.

373-374 Advanced Accounting

Mr. Baird

An examination of accounting problems related to certain areas such as estates and trusts, non-profit organizations, partnerships, bankruptcies, and with particular emphasis on consolidations. Considerable attention is also directed toward regulation of accounting practices as effected by governmental agencies, such as the Securities and Exchange Commission, and professional bodies, such as the Accounting Principles Board and the Financial Accounting Standards Board. *Prerequisite:* Economics 253-254

400 Senior Seminar

Mr. Railing

Open to senior majors with the consent of the Department. Research papers on contemporary economic and business problems are prepared and discussed. Seniors must take this course to qualify for Departmental Honors.

Individualized Study

Well qualified students may pursue topics of an advanced nature, through individual reading and research, under the supervision of a member of the Department's faculty. A student wishing to pursue independent study must present his proposal at least one month before the end of the term preceding the term in which the independent study is to be undertaken. *Prerequisite:* Permission of the supervising faculty member and the Department Chairman. Repeated in the spring term.

EDUCATION**Professor Rosenberger (Chairman)**

Associate Professor J. T. Held

Assistant Professors Packard and Slaybaugh

The purposes of the teacher education programs are to give the student a thorough background in educational philosophy and theoretical concepts of instruction, and to provide an opportunity to student teach.

The Education Department works cooperatively with all other departments in the preparation of teachers in secondary education, elementary education, music education, and health and physical education. Students interested in pursuing one of these programs will need to study carefully the teacher education programs on pages 54-57.

101 Educational Psychology

Messrs. Packard and Slaybaugh
The development of the individual and psychological principles of learning are extensively investigated. An introduction to evaluating and reporting pupil progress, and the statistics necessary for analyzing test data. Repeated in the spring term. Psychology 101 recommended as background.

303 Educational Purposes, Methods, and Educational Media: Secondary

Mr. J. T. Held

The function of schools in a democracy. Emphasis is placed on

methods and techniques of the teaching - learning process and classroom management in secondary schools. The underlying principles and techniques involved in the use of teaching materials and sensory aids. Includes a unit on reading. *Prerequisite:* Education 101. Repeated in the spring term.

304 Techniques of Teaching and Curriculum of Secondary Subject

The secondary subjects are: biology, chemistry, physics, English, French, Spanish, German, Latin, mathematics, health and physical education, and social studies. This course is taught by a staff member of each department having students in the Education Term. Included is a study of the methods and materials applicable to the teaching of each subject and the appropriate curricular organization. *Prerequisite:* Consent of the major department. Repeated in the fall term.

306 Educational Purposes, Methods, and Instructional Media in Social Studies, Art, Music, Health and Physical Education

Mr. Packard and Special Instructors

The philosophy and approach to teaching social studies and geography in the elementary school. The correlation of art, music, health and physical education with other elementary subjects. Study of art, music, and physical education as background for assisting the special teacher. Use of appropriate educational media. *Prerequisite:* Education 101.

309 Social Foundations of Education

Messrs. Rosenberger and Packard

The study of educational theory and programs, professional and legal aspects of teaching, the historical development of the American educational systems, and the relationship of the modern school to society. The student preparing to teach secondary will be engaged in a pre-student teaching experience as a student aide in a classroom. Repeated in the spring term, offered also in the January Term as Ed. J 9 for preparing in secondary. Elementary teacher education students enroll for this course during the Education Term.

328 Principles of Guidance

Mr. Rosenberger

The principles and practices of counseling and guidance. The systematic study of the individual, the theories and techniques in practice, guidance programs, and the place of guidance in the total educational program. *Prerequisite:* Education 101.

331 Foundations of Reading Instruction and the Language Arts

Mr. Slaybaugh

An introduction to the theory and problems in reading instruction and language arts. Current trends relating to recognition of these problems and appropriate instructional aids. *Prerequisite:* Education 101.

334 Corrective Reading

Mr. Slaybaugh

A study of the analysis and correction of reading disabilities in the elementary school. Survey of tests and materials including children's literature as an incentive to greater interest in reading. Diagnosis and remedial tutoring of elementary school pupils who have reading problems. *Prerequisite:* Education 331.



370 Elementary School Science: Purposes, Methods, and Instructional Media

Mr Slaybaugh

Scientific principles for mastery by the elementary pupil in connection with appropriate experimental procedures; lecture, demonstration classes, instructional media, and field experiences are designed to give the prospective teacher a thorough background in elementary school science. *Prerequisite:* Education 101. Offered also in the January Term as Ed. J 37.

475 Student Teaching – Elementary

Messrs. Slaybaugh & Packard

Student observation, participation, and teaching in the elementary grades under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. For nine weeks the student will spend the full day in the elementary classroom. This course carries two course credits. *Prerequisite:* Education 306, 331, 370 (J 37) and Mathematics 180 (J 18). Repeated in the Spring Term.

477 Student Teaching – Secondary

Messrs. Rosenberger & J. T. Held

Student observation, participation, and teaching on the secondary school level under supervision of an experienced teacher. Group and individual conferences are held for discussion of principles and problems. A minimum of 90 hours of responsible classroom teaching is recommended. This course carries two course credits. *Prerequisite:* Education 101, 303, and 309. Repeated in the Spring Term.

Individualized Study

Guided reading and research under the supervision of a member of the staff. *Prerequisite:* Permission of the Chairman of the Department.

ENGLISH

Professors Geyer (*Chairman*), Baskerville, Lindeman, Pickering and Stewart

Associate Professors Bolich, Clarke, Locher and Schmidt

Assistant Professors Fredrickson, Haskell, McComb and Myers.

Instructors Coon and Malmi

Lecturers Jones and Schwartz

The courses offered by the Department are designed to train students to express their thoughts clearly and effectively through spoken and written language and to understand, interpret, and assimilate the thoughts and experiences of the great writers of English and American literature. English is excellent preparation for careers in teaching, publishing, law, journalism, and government service and for graduate study leading to advanced

degrees in English, the ministry, and library work

The Department believes that a well-balanced program for a major in English should include (1) some knowledge of the history of the English language and of English as a system; (2) training in the application of the techniques of literary analysis and the different critical approaches to literature; (3) knowledge of the characteristics and development of the major literary forms or genres; (4) knowledge of the literary history of England and America; (5) study in depth of the work of one author of significance.

The Department offers two types of major: a major with a concentration in English and American literature and a major with a concentration in drama and theatre arts.

The requirements for the major in literature are twelve courses in English and American language and literature. All majors are required to take English 111, 112 and the fall term of Literary Foundations of Western Culture (G. E. 103), normally in the freshman or sophomore year. In addition, to obtain the desired distribution of courses, majors must elect the specified number of courses from each of the following categories:

- I. English Language (1 course): English 301, 302
- II. English Literary History (2 courses from Group A; 2 courses from Group B):

- A. English 331, 334, 337, 338
- B. English 341, 342, 345, 346

- III. American Literary History (2 courses): English 215, 216, 318, 319, 320

- IV. Major Authors (1 course): English 362, 365, 366, or any seminar devoted to a British or American author considered by the Department to be of major importance. January Term courses devoted to major authors may not be used to fulfill this requirement.

Majors in English should choose their two electives from the following: English 218, 219, 227, 323, 324, 328, 329, 351, 352, 332. English 101, 121, 122, 123, 124, 135, 136, 205, 206, 305, and courses in speech may not be used to fulfill the department's distribution requirements. Courses in theatre arts count only toward the English major with a concentration in theatre arts.

The major for students enrolled in the elementary education program will consist of ten courses,

including English 111, 112. Working with the chairman of the English Department, each elementary education student will design a major program, following as closely as possible the department's distribution requirements. Students planning to teach English in the secondary schools are required to take English 301 and either 365 or 366. Speech 101 is recommended. Also, the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary English.

History 131, 132, 203, 204, and Philosophy 211, 221, and 303, 304 are highly recommended for majors. Students planning to do graduate work in English should take French and German courses.

In addition to English 111, 112 and G.E. 103, majors with a concentration in theatre arts must elect the specified number of courses from each of the following categories:

I. Theatre Arts (3 courses): Theatre Arts 203, 204, 208, 301, 310, 314

II. Drama (3 courses): English 227, 328, 329, 365, 366

Majors concentrating in theatre arts should elect studio and history courses in such allied arts as painting, sculpture, music, creative writing, film, dance, and speech.

All courses offered by the Department, except English 101, 205, 206, 301, 302, 305 and courses in speech and theatre arts, may be used to fulfill the college distribution requirement in literature.

101 English Composition

Staff

Aims to develop the student's ability to express himself in clear, accurate, and thoughtful English prose through training in the principles of composition and considerable practice in expository writing, including the production of a research paper. Not limited to freshmen. Repeated in the spring term.

111, 112 Literary Analysis

Mr. Haskell, Mrs. Schwartz, and Miss Stewart

This course aims to enable the student to analyze the narrative, dramatic, and lyric; to introduce him to the major forms, modes, and traditions; and to give him some sense of the historical development of literature in English. Applying the technique of textual analysis, the student will examine a number of literary works, discuss these in class, and write several short critical papers. The fall term is devoted to narrative; the spring term to dramatic and lyric. Designed for prospective English majors.

121 Studies in Narrative

Staff

An intensive study of various forms of narrative, with emphasis on the novel, but may include also the epic, film, and other art forms at the discretion of the instructor. A typical course might

include several narrative types developing a single theme — for example, the quest. Primarily for freshman but open to a limited number of sophomores.

122 Studies in Short Fiction

Staff

An intensive study of short fiction and its elements, with some attention to the development of the modern short story. Primarily for freshmen but open to a limited number of sophomores.

123 Studies in Poetry

Staff

A detailed study of selected poems, chiefly British and American, through critical analysis of form, structure, and meaning. Primarily for freshmen but open to a limited number of sophomores.

124 Studies in Drama

Staff

This course involves an intensive study of a number of plays representative of the history of the drama from classical to contemporary times. Of major emphasis are the techniques by which the dramatic experience compels audience / reader involvement, the strategies which assist in comprehending this experience and the ways in which each of the plays relates to the literary tradition of which it is a part.

135, 136 Modes of Literature

Staff

A major literary mode, here defined both as an attitude which the author assumes toward his subject and as the manner in which the subject reveals itself, will be the primary focus. Through the reading of a varied group of poems, plays, stories, and essays that exhibit common characteristics of a mode, the student will consider the origin and qualities of each mode, its evolution, some of the important writers, and the kinds of experience it presents. One or more modes will be offered from term to term — for example, tragedy, comedy, satire, romance.

205, 206 The Writing of Fiction, Poetry and Drama

Mr. Clarke

A workshop in the writing of short stories, verse, and plays, with an analysis of models. Either course may be used to fulfill the distribution requirement in art, music, creative writing, or theatre arts. *Prerequisite:* Permission of the instructor.

215, 216 The American Literary Tradition

Messrs. Fredrickson and Locher

A chronological study of American writing from Colonial days to the present, with emphasis on the principal literary figures and their backgrounds. The first semester carries through the American Romantics; the second semester runs from the Realists to major contemporaries.

218, 219 The English Novel

Mr. McComb

A study of the form and content of the English novel as the genre developed from Defoe to Scott in the eighteenth century (English 218) and from Scott to Conrad in the nineteenth century (English 219); discussions cover works representative of types ranging from picaresque adventure to sociological problem, from the comic to the tragic.

226 Introduction to Shakespeare

Mr. Myers

Designed for students not majoring in English, this course endeavors to communicate an awareness of Shakespeare's evolution as a dramatist and of his importance in the development of Western literature and thought.

227 Survey of British Drama

Mr. Schmidt

A study of the history of British drama from the Middle Ages to the nineteenth century. Beginning with Medieval Mystery and Morality plays, the course traces the development of comedy, tragicomedy, and tragedy through the Elizabethan and Jacobean Periods (exclusive of Shakespeare), the influence of Moliere on the Restoration comedy of manners and the evolution of the form into eighteenth century sentimental comedy and satiric drama.

231, 232 Studies in Literary Topics

Staff

An intensive study of a single writer, group, movement, theme, or period. Subjects will change from term to term and may include some of the following: Black Literature, American Humor, Southern Writers, the Machine in the Garden, Romanticism, Neoclassicism, the Double, the Gothic in Literature, Naturalism, the 1920's, Dr. Johnson and His Circle, Blake and Stevens. Enrollment open to sophomores, juniors, and seniors; freshmen may be admitted only with the permission of the instructor. Designed primarily for the nonmajor, but may be counted toward the major. Fulfils distribution requirement in literature. With the consent of the department, a student may take this course more than once.

301 Introduction to Linguistics

Mr. McComb

Modern analytical methods of describing the English language are studied against a background of traditional grammar. Emphasizing the organizational principles of language, the course aims at understanding of essential technical vocabulary, the main outlines of English syntax, fundamentals of transformational grammar and the linguistic fact that English is a complex system of recurring patterns.

302 History of the English Language

Mr. Baskerville

The purpose of this course is to provide an historical understanding of the vocabulary, morphology, and phonology of the language from the Old English / Anglo-Saxon periods through the twentieth century. Class time is spent in developing an elementary reading knowledge of Old and Middle English so as to deal effectively with those laws that govern the development of English sounds — i.e. Grimm's and Verner's Laws through the Great Vowel Shift.

305 The Writing of Poetry and Short Fiction: Advanced

Mr. Clarke

A course open to students who have demonstrated that their skills in the writing of poetry and fiction might be further developed. The goal of each student will be the composition of a group of poems or short stories. *Prerequisite:* English 205, 206.

318 American Prose of the Colonial and Romantic Periods

Messrs. Fredrickson and Locher

A study of the fiction, essays, journals and autobiography written by major American writers from the early days to 1860. Although Puritan and 18th Century prose will be covered, emphasis will be on the masterworks of the American Romantics: Cooper, Poe, Emerson, Thoreau, Hawthorne, and Melville.

319 American Prose of the Realistic Period

Messrs. Fredrickson and Locher

A study which concentrates on fiction by major American

writers between 1860 and the early Twentieth century. Twain, Howells, James, and Crane will receive major emphasis.

320 American Poetry Before 1900

Messrs. Fredrickson and Locher

The development of American poetry from Anne Bradstreet to Stephen Crane will be studied. Emphasis will be placed on Emerson, Poe, Whitman, and Dickinson.

323, 324 Twentieth Century Fiction

Messrs. Fredrickson and Geyer

The form and content of a representative selection of English and American novels and, occasionally, short stories written between 1900 and the present will be studied in their social and intellectual context. English 323 is devoted to fiction from 1900 to 1940 and will concentrate on James, Conrad, Joyce, Woolf, Lawrence, Hemingway, Faulkner, and others. English 324 is devoted to fiction from 1940 to the present. Writers such as Warren, Bellow, Malamud, Updike, Amis, Sillitoe, Greene, Murdoch, and others will be included.

328, 329 Twentieth Century Drama

Mr. Schmidt

A representative study will be made of the major figures in international drama from Ibsen to the present. The first term will include Ibsen, Strindberg, Shaw, Chekhov, Synge, O'Neill, and others. The second term will begin with writers after World War II and will include Miller, Williams, Beckett, Ionesco, Genet, Albee, and others.

331 Mediaeval Literature

Mr. Baskerville

A sketch of the development of Western literature from the Patriotic age through the Carolingian revival precedes a careful study of the twelfth century literary renaissance. Certain major subjects are always included in the course: Anglo-Saxon poetry, Middle English lyrics and metrical romances, the Arthurian legend, Courtly Love, the Tristan and Isolde story, and the Grail legend. If time permits, such other works as The Pearl, Piers Ploughman, or selections from Malory will be studied.

332 Mediaeval Narrative

Mr. Pickering

The course will investigate by means of a variety of examples, the forms and development of Mediaeval narrative in both poetry and prose from Late Classical times to the sixteenth century. The semester's work will compare saga, epic, and romance and will sample the techniques and forms of mediaeval allegory from Prudentius to Sir Thomas Malory.

334 Renaissance Literature

Mr. Baskerville

Selected works of Pico della Mirandola, More, Machiavelli, and Castiglione are read in order to provide a background in basic Renaissance ideas and attitudes. The course then concentrates on the development of these ideas and attitudes in English writers like Campion, Daniel, Drayton, Greene, Marlowe, Nashe, Raleigh, Shakespeare, and Sidney, and finally in Spenser, whose works are used to summarize the highest achievement of the English Renaissance in non-dramatic literature.

337, 338 The Seventeenth Century

Mr. Haskell

A study of poetry, prose, and selected drama from the last years of Elizabeth to the early years of the Restoration. English 337 begins with a brief study of Elizabethan pastoral poetry to

provide an example of the conventions which the seventeenth-century poets were using, transforming, and rejecting. The primary focus is upon the poetry of Donne, Jonson, and their immediate successors. Plays by Jonson and Webster, and prose by Bacon and Burton supplement the study of poetry. English 338 begins with the poetry of Marvell, then turns to the more mystical, metaphysical, and baroque poets of the mid-seventeenth century. After a consideration of the most important prose writers of the period — including Browne, Taylor, and Walton — the course concludes with an intensive study of the major works of Milton and examines his relation to the age.

341, 342 Literature of the Restoration and Eighteenth Century

Miss Stewart

The primary focus is upon a critical analysis of the prose and poetry written between 1660-1798. The influences upon the ideals, style, and forms — critical theory, rationalism, classical literature, and political, religious, and social developments — are studied. The student is asked to analyze what makes the period distinct and also to identify those characteristics which show continuity with the past and those tendencies which foreshadow future literary developments. English 341 is devoted to the literature from 1660-1740 and concentrates upon the work of Dryden, Defoe, Steele, Addison, Swift, and Pope. English 342 is devoted to the literature from 1740 to 1798 and concentrates upon the work of Thomson, Collins, Gray, Fielding, Johnson, Boswell, and Goldsmith. The drama and novel are excluded.

345, 346 The Nineteenth Century

Mr. Geyer

A critical analysis of poetry, prose, and selected drama written during the period extending from the late eighteenth century to the beginning of the twentieth century. Some attention will be given to the historical and intellectual background. English 345 is devoted to the literature from 1780 to 1830 and focuses on the works of the major Romantic writers: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. English 346 is devoted to the literature from 1830 to 1900 and focuses on the works of Carlyle, Tennyson, Browning, Arnold, Rossetti, Morris, Swinburne, Hardy, Wilde, and the Art for Art's Sake Movement.

351, 352 Twentieth Century Poetry

Messrs. Lindeman and Clarke

A study of selected British and American poets of the modern period, with attention given to the explication of individual poems, as well as to the style and method of each poet and to the ways in which each responds to the problems and themes of his cultural milieu. The fall term is devoted to major figures who flourished prior to 1939, with emphasis on E. A. Robinson, Robert Frost, Wallace Stevens, Gerard Manley Hopkins, W. B. Yeats, T. S. Eliot, and Dylan Thomas. The spring term deals with poets whose reputations have developed since 1939, with emphasis on Richard Wilbur, Theodore Roethke, Robert Bly, Philip Larkin, and Sylvia Plath.

362 Chaucer

Mr. Pickering

With careful scrutiny of the intellectual and physical world of the Middle Ages, the five major poems of Geoffrey Chaucer (including *Troilus and Criseyde* and *The Canterbury Tales*) are examined, marking the poet's debt to his French and Italian predecessors and contemporaries, his use of classical techniques and examples, and the final development of his original genius.

365, 366 Shakespeare

Mr. Myers

By means of a careful analysis of language, characterization and structure in each of the numerous plays considered, this course seeks to communicate an understanding both of Shakespeare's relation to the received traditions of his time, and of his achievement as one of the most important figures in Western literature. The fall term will focus upon the early plays through Hamlet and Troilus and Cressida; the spring term upon the later plays.

400 Senior Seminar

Staff

Provides an opportunity for a limited number of students, working with a member of the staff, to study a topic through reading, discussion, and the presentation of written papers and oral reports. Permission of the instructor required.

Individualized Study

Staff

Independent investigation of a topic of special interest to the student under the supervision of a member of the staff. Offered to students with superior academic records. *Prerequisite:* Approval of the Department and of the directing faculty member. Application for individualized study must be made in advance of registration. Repeated in the spring term.

THEATRE ARTS

Theatre Arts 203, 204 may be used to fulfill the distribution requirements in art, music, creative writing, or theatre arts.

203, 204 History of the Theater

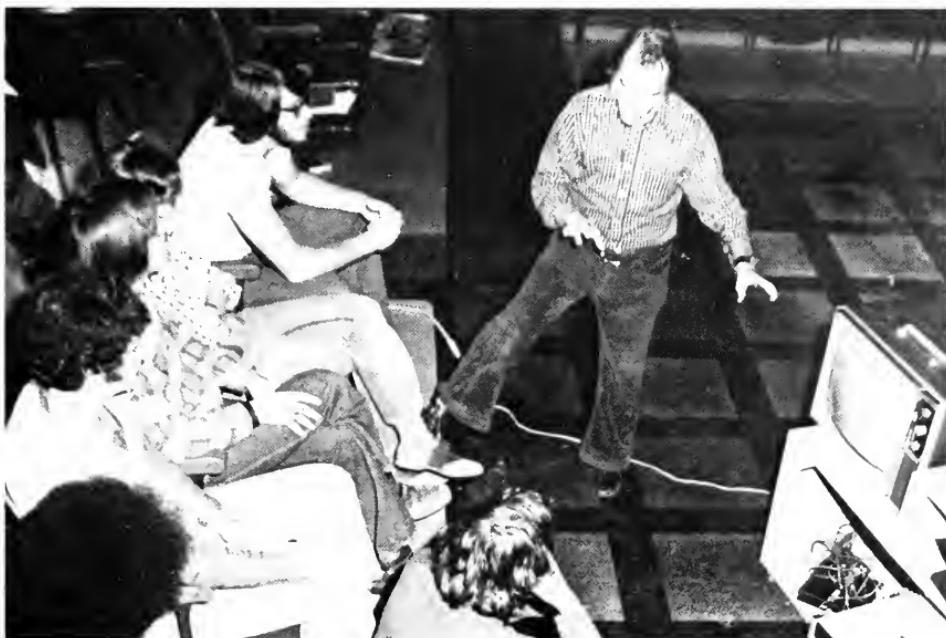
Mr. Schmidt

A survey of the theatre from the primitive to the present. Attention will be devoted to the continuity of theater throughout the ages, with particular relevance of theater design and production techniques to the plays of the periods, and the relationship between each period and the theater which it nurtured. In addition, students will be expected to analyze at least one work from each period in light of the theater of which it was a part. The fall term is devoted to theatre of the Primitive, Egyptian, Greek, Roman, Medieval, Elizabethan, Spanish, Renaissance periods, as well as to the Oriental theatre. The spring term is concerned with the Italian Renaissance (including *Commedia dell' Arte*), French Neoclassical, Restoration, Eighteenth Century, Nineteenth Century, American and Modern periods.

208 Fundamentals of Acting

Mr. Schmidt

The study of the theory and the technique of the art of the actor; voice technique for the stage; the use of pantomime, including the study of gesture and movement. Emphasis will be placed on the discipline and control of the body and the voice to best serve the actor. Improvisation will be employed. In addition, students will be expected to perform in scenes for class analysis.



252 Studies in Film Aesthetics

Mr. Fredrickson

Through a study of historically significant films, film theory and criticism, this course aims to develop an appreciation for film as an art form. Students will read extensively and will write short critical papers about films and a term paper which demonstrates a familiarity with film bibliography.

301 Play Production

Mr. Schmidt

A study of theater from book to curtain. All major phases of the production of a play will be analyzed — direction, acting, set design, lighting, make-up, costuming, publicity, and theater management — with particular attention devoted to direction. Students will be expected to present at the conclusion of the term a director's study of a full-length play, and in addition will direct scenes in class as well as act in other scenes. The actual construction and painting of scenery is an integral part of the course.

310 Direction

Mr. Schmidt

The study of the theory and technique of the art of the director; the historical role of the director; how the director selects a play and the criteria he employs; the analysis of a play; tryouts and casting; the purpose and technique of blocking; graphic composition and symbolic movement; stage movement and stage business; the director as a scenic artist; central staging; directing period drama; how the director relates to backstage and front-of-the-house. Students will be required to direct a number of scenes in class and to stage and produce a one-act play.

314 Advanced Acting

Mr. Schmidt

Further study into the theory and the technique of the art of the actor: the various schools and styles of acting; the analysis of a part; the interpretation of a role; the building of a characterization. Acting techniques in periods other than our own will be studied and employed in a series of scenes. These periods include Classical Greek, Italian Renaissance, Elizabethan, and Restoration, and will include work in both comedy and tragedy. *Prerequisite:* Theatre Arts 208 and / or permission of the instructor.

SPEECH**101 Public Speaking**

Mr. Bolich

A study of the basic principles of public address. Considerable emphasis is placed on finding and arranging, in effective outline form, worthwhile materials. Frequent practice in speaking before an audience. Repeated in the spring term.

201 Advanced Public Speaking

Mr. Bolich

The adaptation of public address to various purposes: to entertain, to convince, and to induce to action. A portion of the course is devoted to an appreciation of the public address as an art form. *Prerequisite:* Speech 101.

220 Mass Communication

Mr. Bolich

A study of radio, television, and motion pictures and impact on society. Considerable attention will be given to the silent films.

301 Voice and Diction

Mr. Bolich

Study of the International Phonetic Alphabet, voice production, pronunciation, and speech disorders.

302 Argumentation and Discussion

Mr. Bolich

An introduction to the principles of argumentation. The discovery, selections, and evaluation of evidence and its use in the construction of oral arguments. Discussion and conference leadership are considered.

303 Oral Interpretation

Mr. Bolich

Study and practice in techniques of reading aloud from prose, poetry, and dramatic literature. Considerable attention to the appreciation of good oral interpretation by use of recordings.

304 Radio Speech

Mr. Bolich

Radio as a means of communication and as a social agency. The principles of radio speaking and script writing.

FRENCH (See Romance Languages)**GERMAN AND RUSSIAN LANGUAGES AND LITERATURES**Professor Schneider (*Chairman*)

Associate Professor Crowner

Assistant Professors Collier, McCardle and Ritterson

One of the attributes of a truly liberated individual is acquaintance with the language and culture of at least one foreign nation. The offerings of this department are designed to contribute to the attainment of this goal. Apart from the values accruing from the mental discipline demanded by language learning and the practical utilization of such learning in the areas of research and technology, international trade, diplomacy, teaching, and foreign travel, it is hoped that doors will be opened to an intelligent and informed understanding of the German and Russian people and a more meaningful appreciation of their significant contributions to the world's cultural heritage.

Through the use of the foreign language in the classroom and correlative audio-lingual drill in the laboratory, effort is directed toward the development of a reasonable proficiency in speaking and listening comprehension as well as reading and writing.

A major is offered only in German and consists of a minimum of nine courses beyond the level of German 202, including 211*, 212*, 301, 302, 321, 322, and 3 courses from those numbered 323, 324, 325, 326, 328. Majors preparing to teach German in the secondary school must also take Education 304,

Techniques of Teaching and Curriculum of Secondary German (does not count toward German major).

Majors who take a Junior Year Abroad program must take at least 1 German literature course in their senior year.

Before the end of the junior year, majors must demonstrate a satisfactory level of competency in the reading, writing, speaking and listening comprehension of German as determined by the department's staff.

Since it is the conviction of the department that the major should involve a well-integrated program of learning, appropriate additional courses in other departments will be strongly recommended.

German 201-202 or equivalent proficiency is considered prerequisite to all higher-numbered German courses, unless specified otherwise. The following courses may be offered in fulfillment of the distribution requirement in literature: German 119, 120, 321, 322, 323, 324, 325, 326, 328 and designated January Term courses.

*It should be noted that German 211 and 212 count toward the fulfillment of the distribution requirement in the area of History, Philosophy or Religion and with the consent of the History Department may count toward a history major. The distribution requirement in foreign language may be satisfied by completion of German or Russian 201-202 or of any 300-level course, or by demonstration of equivalent achievement in an Advanced Placement or departmental qualifying examination.

GERMAN

101, 102 Elementary German

Staff

Essentials of grammar, composition, pronunciation. Oral and written work. Graded elementary reading. Use of audio-visual cultural materials and correlative drill in the language laboratory. This course, by means of a self-paced, partially individualized approach to the material, affords a greater possibility of success to the slow learner and an opportunity for accelerated learning to the more able student. Prepares for German 201, 202.

119, 120 German Literature in Translation

Messrs. McCardle and Ritterson

Critical analysis and appreciation of form and content of representative German literary masterpieces, selected from the literary periods from the Middle Ages to the present, together with an examination of the times and cultural circumstances which produced these works. Does not count toward a major in German. Accepted toward fulfillment of the distribution requirement in literature.

201, 202 Intermediate German

Staff

Continuation of the work of German 101, 102. Progressively more difficult reading, in class and outside, selected to introduce the student to German literature and civilization. Use of audio-visual cultural materials and correlative drill in the language laboratory. *Prerequisite:* German 101, 102 or its equivalent.

211, 212 Survey of German Culture

Mr. Schneider

A study of the cultural history of the German people from their beginnings to the present, including an appreciation of their major contributions to the world's cultural heritage. A knowledge of German is not required.

301 Advanced German

Staff

Designed for advanced work in the language and intended for students who have successfully completed at least German 202, as well as for qualified incoming students. The plan of study incorporates extensive reading and intensive practice in aural comprehension, oral expressions, and directed composition. Conducted mostly in German.

302 Advanced German

Staff

A continuation of exercise in the skills of German 301, but with emphasis given to readings and discussions on problems of German literary studies. Both primary and secondary (unedited) sources will be read. Students will be asked to present oral reports and to write resumes and compositions on the materials read. Conducted in German. *Prerequisite:* German 301 or demonstrated equivalent preparation.

321, 322 German Literature of the Eighteenth Century

Mr. Schneider

A study of German literature of the Enlightenment, Storm and Stress and Classicism, with special emphasis on Lessing, Schiller, and Goethe. Critical reading and analysis of representative works. Outside reading and reports. Alternate years; offered 1976-77.

323, 324 German Literature of the Nineteenth Century

Staff

A study of German literature from 1790 to 1870 with emphasis in the fall term on Romanticism and in the spring term on the writers of Young Germany, Regionalism, and Poetic Realism. Critical reading and analysis in class of representative works. Outside reading and reports. Alternate years; offered 1976-77.

325, 326 German Literature of the Twentieth Century

Mr. Crowner

A study of German literature from 1870 to the present with emphasis in the fall term on writers of Naturalism, Impressionism, and Expressionism, and in the spring term on post World War II writers. Critical reading and analysis in class of representative works. Outside reading and reports. Alternate years; offered 1975-76

328 Goethe's Faust

Mr. Schneider

An intensive reading and analysis of the work in class. A study of its aesthetic, moral, and ethical values and autobiographical significance, together with an examination of its modern cultural implications. Outside reading and reports. Alternate years; offered 1976-77

400 Senior Seminar

Staff
Intensive study of selected aspects of German language, literature and civilization. Reading, discussion, oral and written reports. Topics will be selected with a view to affording students an opportunity to strengthen their knowledge in the areas not covered in their other course work in the department.

Individualized Study

Staff
Guided reading or research under the supervision of a member of the staff. *Prerequisite:* consent of the Department.

RUSSIAN**101, 102 Elementary Russian**

Mr. Collier
The goal of this course is a thorough grounding in the structure of Russian. Emphasis is placed on active oral involvement on the part of the student. The skills of reading, speaking, and listening-comprehension will be developed. Written work will also be an integral part of the course. Supplementary work in the language laboratory is required.

201, 202 Intermediate Russian

Mr. Collier
This is a continuation and consolidation of the first year's work. There is an increasing emphasis on reading and discussion, in Russian, of the reading material. The oral-aural approach will continue to be emphasized.

409, 410 Individual Readings in Russian

Mr. Collier
An individual program of directed readings. Topics are to be arranged by consultation between student and instructor.

GREEK (See Classics)**HEALTH AND PHYSICAL EDUCATION****Professor Haas (Chairman)**

Associate Professors Hulton, Hummel, Kenney, Shoemaker and Wescott

Assistant Professors Biser, Bowers and Reider

Instructors Colunio, Donolli,

Hirstel, Lehr, Sauvé, Rost and Ward

Assistant J. A. Annis

The general aim of this Department is to contribute to the total development of young men and women by emphasizing the physical side of their lives. Programs are designed to develop skill, competence, and lasting interest in healthful physical activities, to maintain optimum fitness through exercise, and to provide instruction in habits of living which will promote the student's physical and mental well-being both in college and afterward.

Four quarter courses in health and physical education are required for a Bachelor of Arts degree. These are taken during the fall and spring terms of the freshman and sophomore years in addition to the general 4-1-4 course requirement. Male students take courses HPE 101, 102, 201, and 202. Women students take courses HPE 103, 104, 203, and 204. Included in these courses is instruction in healthful living and swimming required of all students; physical fitness, required of all men; and a variety of skill activities which may be elected by the students. Opportunities for taking proficiency tests in health, physical fitness and swimming are available to freshmen and transfers. Special adaptive and corrective physical education instruction is required of students who are unable to participate in the regular programs.

The Department also offers an approved teacher training program for men and women. Prospective majors should schedule Biology 101, 102, and HPE 112 in their freshmen year. For the prospective secondary school teacher the department cooperates in offering Education 304, Techniques of Teaching and Curriculum in Secondary Health and Physical Education.

Required for a major are the following courses: the four freshman and sophomore basic activities courses, 112, 209, 211, 214, 317, 318, 320, 325, 332, and 450 plus three quarter courses (301, 302, 304). Professional education courses required are Ed. 101 or J11, Ed. 303, Ed. 304, Ed. 309 or J39, and Ed. 477.

Non-majors who wish to become teacher-coaches are advised to take the following courses, which will aid in their future certification: HPE 317, 318, J11, and J15.

In addition to the required programs in health and physical education and the major programs, the Department offers extensive voluntary programs in intramural sports and in intercollegiate athletics for both men and women.

101, 102, 201, 202 Basic Activities: Men

Staff

Skill instruction and participation in a variety of individual and team activities. Health instruction and activity programs leading toward development and maintenance of physical fitness. Special sections for health and physical education major students.

1/4 course each

103, 104, 203, 204 Basic Activities: Women

Includes courses in health and modern dance and a variety of elective skill activities. Special sections for health and physical education major students.

Staff
1/4 course each

205, 206 Elective Activities

Elective quarter courses in skill instruction. Juniors and seniors, for an extra fee, can elect a variety of individual and team activities.

1/4 course each

301, 302, 304 Major Skills

Skill development and methods and techniques of class organization and instruction for a variety of physical education activities. For junior and senior health and physical education major students.

1/4 course each

112 Foundations of Health, Physical Education, and Recreation

Mr. Lehr

This course serves as an introduction to the profession. It is concerned with history, philosophy, principles, and scientific foundations. The present status, organization, and goals in the professional areas also receive attention.

209 Aquatics

Mrs. Bowers
Includes the official Red Cross courses for Senior Life Saving, Water Safety Instructor I, and Water Safety Instructor II, leading to certification. Theoretical and practical training in the course provides teaching methods and techniques in basic swimming strokes, diving, and lifesaving. In addition, emphasis is given to the coaching of swimming teams, management and control of pools and waterfronts, and maintenance of swimming and boating facilities.

211 Personal and Community Health

Mr. Rost

A critical look at the relevant health issues of this decade. Careful inspection of data concerning drugs, human sexuality, marriage and family living, old age, pollution, etc. Finally, the examination of the relationship of personal health problems to the community at large.

214 Medical Aspects of Sports

Mr. Biser

Prepares the prospective coach for the prevention and care of injuries. Includes instruction about protective equipment, safety procedures, and facilities, as well as preparation of the athlete for competition, emergency procedures, post-injury care, and medical research related to training and athletics. Material in the official Red Cross Standard and Advanced First Aid courses will be given and certificates can be earned. Practical work includes massage, taping, bandaging, and the application of therapeutic techniques.

317 Anatomy and Physiology

Mr. Biser

A theoretical and practical study of human structure and function. Analysis of the effects of health and physical education activities on the body.

318 Kinesiology and Applied Physiology

Mr. Donoli

A study of voluntary skeletal muscles, not only in regard to

their origins, insertions, actions, and interrelationships with the body systems, but also with particular emphasis on the essentials of wholesome body mechanics.

320 Adapted Physical Education and Health Inspection

Mr. Sauvé

Provides instruction and experience in the health inspection and observation of the school environment and of school children. Specific abnormalities of children are studied, and exercises are adapted to individuals to allow more complete personality development through activity.

325 Administration of Health, Physical Education, and Recreation

Mr. Shoemaker

Administrative and legal problems, personnel relations, social interpretations, budgets, and finance, and plant and office management.

332 Measurement and Evaluation in Health and Physical Education

Mr. Colunio

A study of the tests and evaluative procedures having practical use in health and physical education classes as well as in research. The function and use of statistical concepts and the principles of test construction are analyzed.

340 Psychological and Philosophical Aspects of Coaching

Mr. Reider

Analysis of psychology and philosophy in their relationships to coaching athletics. An introduction to the basic principles of psychology and philosophy, including the study of motivation, emotions, personalities, perception, communication, ethics, etc., and the use of these principles in coaching methods to solve coaching problems.

400 Senior Professional Seminar

Mr. Ward

Designed to relate and synthesize the various concepts, interpretations, and understandings of modern health, physical education, and recreation. Offers the student the opportunity to work at an advanced level of extensive reading in the many faceted areas of the profession.

Individualized Study

Miss Kenney

A study of the various methodological approaches used in research. Designed especially for those planning to continue with graduate study. Offered either term.



HISTORY

Professors Bloom, Crapster (*Chairman*) and Glatfelter

Associate Professors Bugbee, Fick, Forness and Stemen

Lecturers J. P. Gemmill and E. B. Martin

The Department aims to acquaint the student with the concept of history as an organized body of knowledge which is "the memory of things said and done". Mastery within this broad field provides an appreciation of history as literature, an understanding of our heritage, and a standard by which one may thoughtfully evaluate our own time. Through classroom lectures and discussions, an introduction to research, and seminars, the Department encourages the student to develop as a liberally educated person. Courses which the Department offers help prepare students for graduate study and for careers in teaching, law, the ministry, public service, business, and other fields.

For the prospective secondary school teacher the Department cooperates in offering Education 304, Techniques of Teaching and Curriculum of Secondary Social Studies.

Requirements for a major are nine courses, including History 300 (in the sophomore year or the fall term of the junior year) and History 400 (in the senior year). All majors must pass at least four additional 300-level courses chosen from at least two of three groups — American, European, or Asian history. All courses listed except History 300 are acceptable toward fulfilling the distribution requirement in history, philosophy, or religion and so may German 211, 212 (Survey of German Culture), Greek 151 (Greek History), Latin 151 (Roman History), and Spanish 312 (Latin America). With the permission of the history department, one of these courses may count toward a history major; none fulfills the requirement of 300 level courses in history.

English majors and pre-law students are advised to take History 203, 204.

101,102 History of Europe from the Renaissance

Messrs. Crapster and Fick

After noting the medieval background, these two courses survey major political, economic, social, and intellectual developments in

Europe from the Renaissance to the present. The first course goes to the French Revolution; the second extends from 1789 to the present.

131,132 History of the United States

Staff

These two courses, with their dividing point at 1865, provide a general survey of the historical development of the American nation from the age of discovery to the present. Open to freshmen only. Students may not receive credit for more than two of the following: 131, 132, 231, 232.

203,204 History of England

Messrs. Crapster and Fick

This course surveys English history from the Anglo-Saxon invasions to the present, emphasizing institutional, social, and cultural developments. Some attention is given to Ireland, Scotland, and the overseas empire. The dividing point between the two courses is 1714.

221, 222 History of East Asia

Mr. Stemen

The first course covers East Asian civilizations to approximately 1800. The second concentrates on East Asian political, social, and intellectual developments since the Western invasions of the nineteenth century.

231, 232 Topical Approaches to American History

Staff

Introductory courses for both majors and non-majors which survey in some depth selected themes and topics that illuminate the American past. Each term the "Announcement of Courses" will indicate the topics for each section. Students may not receive credit for more than two of the following: 131, 132, 231, 232.

G.E. 227-228 Civilization of India

Mrs. Gemmill

Course description included under General Education.

300 Historical Method

Mr. Glatfelter

This is a course designed for history majors which introduces the student to the techniques of historical investigation, deals with the nature of history, and examines the relation of history to other fields of study. It also surveys the history of historical writing. *Prerequisite:* Two courses in history.

311, 312 Medieval Europe

Mr. Fick

History 311 covers the period from the breakdown of Roman institutions in the West to about 1050, with special emphasis on the role of the Church, the Carolingian age, the Viking invasions, the establishment of the German Empire, and the beginnings of the struggle between Empire and Papacy. History 312 deals with the central theme of the rise of a distinct Medieval civilization and the emergence of the Western monasteries. Some attention is given to the civilizations of Byzantium and Islam.

313 Renaissance and Reformation

Mr. Fick

Beginning about 1300, this course treats the gradual decline of Medieval civilization and the emergence of new concepts and movements, the major theme being the transition from "Medieval" to "Modern". It ends about the middle of the sixteenth century with the establishment of Protestantism and the strong movement of reform within the Roman Church.

314 Age of Absolutism

Beginning with the sixteenth century wars of religion, this course continues with a study of the Habsburgs' failure to dominate Europe, the Thirty Years' War, the emergence of France to predominance, the development of the absolute state and "enlightened despotism," and the rise of new powers by 1700. Considerable attention is given to economic, cultural, and social developments of the period, with some aspects of the eighteenth century discussed.

315 Age of the French Revolution

Mr. Crapster

Following a general survey of political, economic, social, and intellectual currents in Europe on the eve of the French Revolution, this course considers developments in France and the rest of Europe between 1789 and 1815.

316 Europe from 1815 to 1871

Mr. Crapster

This course examines European history from the Congress of Vienna to the unification of Germany. Special emphasis is placed upon the revolutionary and unification movements. Considerable note is made of the development of socialist thought as a revolutionary force.

317 Europe from 1871 to 1919

Mr. Crapster

This course examines social, economic, and cultural developments in Europe, and the political and diplomatic history of selected European states, from about 1871 through the First World War.

318 Europe from 1918 to 1945

Mr. Crapster

This course considers selected aspects of European history from the settlement at the end of World War One through the Second World War.

321 Modern China

Mr. Stemen

This course is a study of Chinese history since the Opium War of the nineteenth century, with emphasis on the National and Communist revolutions.

326 Russia in the Nineteenth Century

Miss Martin

Beginning with the Napoleonic period and ending with the Russian Revolution of 1917, this course traces the growth of revolutionary movements and ideas in nineteenth century Russia. Investigation of political, economic, and social conditions with some use of Russian literature is included.

331 American Constitutional History

Mr. Bloom

After a brief look at European backgrounds and the political thought and practice of Britain's North American colonists, this course considers the development of American constitutional theory and institutions as revealed by legislation, executive policy, and judicial decisions on federal and state levels.

332 American Diplomatic History

Mr. Stemen

This course studies the foreign relations of the United States since the American Revolution, with emphasis on the twentieth century.

333 American Economic History

Mr. Bloom

This course examines the economic incentives for colonial settlement, for revolutionary change, for the westward movement, for development of transportation, for the conflict between industrial classes, for the debate over currency, and for the coming of government regulation of business.

335, 336 American Social and Cultural History

Mr. Forness

These two courses trace America's major social, religious, artistic, and philosophical movements and their immediate and long-range impact on American life and culture. Beginning with the American Revolution, History 335 covers the period to the Civil War. History 336 continues from that period to the present.

341 American Colonial Period

Mr. Bugbee

Commencing with the European background and the Age of Exploration before considering the settlement of North America, this course stresses political and constitutional developments to 1750, with attention to European rivalries, mercantilism, and attempts to achieve intercolonial unity. Colonial art, architecture and the American Indian are also discussed.

342 Age of the American Revolution

Mr. Bugbee

This course begins with a review of colonial beginnings, followed by the French and Indian War, which set the stage for the disruption of the old British Empire. It traces the road to revolution and independence, the war itself, the Confederation experiment, and the impetus which led to the Federal Constitution of 1787. Political and constitutional developments are emphasized.

343 Jeffersonian-Jacksonian Era

Mr. Forness

Covering the period from the 1790's to the Mexican War, this course treats the development of American national life and sectional interests under such influences as Jefferson's agrarian republicanism and the new democratic movements of the Jacksonian period.

345 Civil War and Reconstruction

Mr. Bloom

The course begins with a consideration of the seemingly irreconcilable sectional differences in antebellum America, followed by examination of the failure to fix upon a mutually acceptable and permanent compromise, the military and diplomatic conflict of 1861-1865, and the problems associated with Reconstruction.

346 Emergence of Modern United States

Mr. Glatfelter

The main theme of this course is the post-Civil War industrialization of American society and the many implications this development had for the life of the American people. Attention is also given to the conduct of foreign affairs.

347 United States Since 1920

Mr. Glatfelter

Embracing the period from 1920 to the present, this course deals with the political, economic, and social developments in the United States. Included also is a consideration of the demands made upon the United States as a leading power in the postwar world.

400 Senior Research Seminar

Staff
This seminar provides students with an opportunity to work in small groups with a member of the staff in the study of a selected topic. Reading, discussion, oral reports, and the presentation of a formal paper based on individual research is required of each participant. Normally restricted to history majors, for whom this course is required. Seminar topics dealt with in 1974-1975 include the United States in the 1890's, The American Presidency, Tudor England, Founders of the United States, and The Diplomacy of the Truman Administration.

Individualized Study

Staff
An individual program of directed reading in selected topics arranged by consultation between student and instructor makes up this course. Repeated in the spring term.

MATHEMATICS**Professor Holder (Chairman)**

Associate Professors Fryling, Kellett, Leinbach, Moorhead

Assistant Professor Flesner

Lecturer Wood

The mathematics curriculum is designed to provide a foundation for students who will specialize in mathematics or in fields which use mathematics, and to provide courses appropriate for all liberal arts students. Sufficient latitude is possible in the selection of courses to permit students majoring in mathematics to prepare for graduate study, for teaching, or for careers as applied mathematicians.

A student intending to major in mathematics normally will take the basic sequence Mathematics 111-112, 211-212 during his freshman and sophomore years. Advanced placement, either in Mathematics 121 or 211, is possible for those who have scored sufficiently high on the Advanced Placement Examination or who otherwise can demonstrate mastery of the material of a full-year high school calculus course. Placement of such accelerated students will be determined on an individual basis by the Department Chairman. Students with inadequate preparation for Mathematics 111 should take Mathematics 110 in the Fall, followed by Mathematics J21 in January and Mathematics 112 in the spring. Additional requirements for a major with non-teaching objective are Mathematics 234, 313 and six other 300-level mathematics courses, two of which must comprise a year sequence.

Those with the secondary school teaching objective are required to take, in addition to the basic sequence, Mathematics 234, 313, 343, Education 304, and three other 300-level mathematics courses.

Students majoring in mathematics are encouraged to pursue in some depth an allied area in which mathematics can be applied. While physics and chemistry are most closely related to mathematics, other fields, such as biology, economics, political science, psychology, and sociology are using mathematics at a rapidly expanding rate, and mathematics majors with a good background in any one of these fields have an increased likelihood of finding careers which are interesting and rewarding. To encourage such collateral study, permission may be granted to substitute up to two courses from another field for 300-level mathematics electives. Such courses must be approved by the Mathematics Department. The following courses illustrate the level which would be acceptable for this purpose: Chemistry 305, 306, Economics 351, 352, Physics 320, 332. This option is not open to majors with the teaching objective, since they already have a reduced requirement because of their concentration in education.

At least one course that may be counted toward the major will be given in the January Term.

Because of the importance of electronic digital computers in almost every aspect of applications of mathematics, it is essential that students majoring in mathematics become acquainted with the potential as well as the limitations of computers at an early stage. In order to accomplish this, Mathematics 111-112 provides an introduction to FORTRAN and weekly computer laboratory periods in which problems related to calculus are carried out. Further experience in computing can be gained through Mathematics 165, 362, certain January Term courses, and through individualized study. Mathematics 107-108 also provides a computer laboratory. Emphasis is placed on the computer as a tool to aid in the study of mathematics (as well as other fields) rather than on the study of computers per se.

107-108 Applied Statistics and Calculus

Staff
Designed for students in the biological and social sciences. First term deals primarily with statistics, second with calculus. Discrete and continuous random variables are studied, the latter primarily

after the relevant calculus topics have been introduced. Statistical topics include: probability functions, expectation, sampling distributions, estimation, hypothesis testing, analysis of variance, regression and correlation. Differentiation and integration of algebraic, logarithmic and exponential functions are studied in the calculus portion of the course. Throughout, relevant applications are emphasized. An important aspect of the course will be a computer laboratory period in which students will learn how to make use of the computer in solving problems arising in the course. Three lecture hours and two laboratory hours per week.

111-112 Calculus of a Single Variable

Staff

Differential and integral calculus of one real variable. Topics include introduction to limits, continuity, the derivative, the definite integral, sequences, series, and elementary differential equations. Both theory and applications are stressed. Course includes an introduction to computer programming and weekly computer laboratory periods in which problems relating calculus and the computer are carried out. No prior experience with calculus or computing is assumed. Four lecture hours and a laboratory session each week.

117-118 Calculus and Matrix Algebra

Mr. Kellett

This course is primarily devoted to those aspects of calculus and matrix algebra which are most important in economic and business administration. Both single and multivariable calculus will be studied, with particular emphasis placed on maximization and minimization problems, with constraints, for functions of several variables. The course content, consisting of theory and applications, will be drawn from problems of economic theory. Additional topics will be selected from differential and difference equations, and linear programming. *Prerequisite:* Econ. 101-102 or permission of instructor.

121 Honors Calculus

This course is designed for accelerated students who have been given one term advanced placement. The course will deal with selected topics from differential and integral calculus, treated in more depth, and in some instances from a different viewpoint, than is customary in a first course. *Prerequisite:* Score of 3 or higher on Advanced Placement Examination or permission of department chairman.



165 Introduction to Computing

Mr. Wood

This course provides a basic introduction to the nature of computers, and the design and implementation of programs which allow the computer to aid in problem solving. Students will learn to express algorithms as flowcharts and as FORTRAN programs. Topics covered include program debugging and verification, table look-up procedures, data structures, and elementary data processing. No more than elementary mathematics is assumed, and both numeric and non-numeric problems are considered.

207 Multivariate Calculus and Linear Methods

Staff

This course is especially appropriate for students in the social and biological sciences and is a sequel to Mathematics 107-108. Topics to be covered include: partial derivatives, tangent planes, differentials, maxima and minima with and without constraints, multiple integrals, algebra of matrices, solutions to linear systems, linear programming. As an application of calculus, topics in continuous statistics will also be included. *Prerequisite:* Mathematics 107-108

211-212 Linear Algebra and Multivariate Calculus

Staff

Algebra of matrices, determinants, linear transformations, abstract vector spaces, vector calculus, multiple integration, line and surface integrals, including Green's and Stoke's theorems, Fourier series. *Prerequisite:* Mathematics 112 or 121. Four lecture hours per week.

234 Introduction to Modern Algebra

Messrs. Flesner and Kellett

A study of selected topics in modern algebra such as the development of number systems, set theory, algebraic systems, including groups, rings, and fields. *Prerequisite:* Mathematics 112 or 121.

313-314 Mathematical Analysis

Mr. Holder

This course provides both a rigorous treatment of the concepts studied in elementary calculus and an introduction to more advanced topics in analysis. Among the topics studied are: the real number system, elements of set theory, introduction to metric space topology, limits and continuity, derivatives, sequences and series, uniform convergence, functions of bounded variation, the Riemann-Stieltjes integral, and the Lebesgue integral. *Prerequisite:* Mathematics 212.

316 Complex Variable Theory

Messrs. Frying and Leinbach

Geometric concepts, analytic functions, mappings, integration, Laurent and Taylor series expansions, and calculus of residues. *Prerequisite:* Mathematics 313.

333-334 Algebraic Structures

Messrs. Flesner, Kellett, and Leinbach

A study of the basic structures of modern abstract algebra, particularly groups, rings, and fields, culminating in the fundamental theorem of Galois theory. Advanced topics in linear algebra. *Prerequisite:* Mathematics 234, alternate years.

343 Topics in Geometry

Messrs. Flesner and Moorhead

A brief introduction to the history of the development of geometries from Euclid to the present, with emphasis on the significance of non-Euclidean geometries. Topics from projective geometry and its subgeometries, from affine to Euclidean. *Prerequisite:* Mathematics 212.

357-358 Mathematical Statistics and Probability Mr. Fryling
 Probability, frequency distributions, sampling theory, testing hypotheses, estimation, correlation and regression, small sample distributions, and applications. *Prerequisite:* Mathematics 212.

359 Stochastic Processes Messrs. Fryling and Leinbach

This course will deal with the probability theory concerned with the flow of events in time such as birth, death, transformation, evolution, etc. It will introduce the student to a variety of theoretical principles and applied techniques. Topics included are: generating functions; recurrent events; random walks; Markov chains, homogeneous and non-homogeneous processes; queueing processes; epidemic and diffusion processes. *Prerequisite:* Mathematics 357-358.

362 Introduction to Operations Research Mr. Leinbach

A study of techniques and tools used in mathematical models applied to the biological, management, and social sciences. Topics selected from the following: optimization, game theory, linear and non-linear programming, dynamic programming, transportation problems and network analysis. The computer will be used extensively. *Prerequisite:* Mathematics 212, or 118 and 165.

363-364 Applied Mathematical Analysis

Messrs. Holder and Mara

Series solutions of differential equations, the Bessel and Legendre equations, orthogonal functions, Sturm-Liouville systems, Fourier series, partial differential equations of physics, boundary value problems, special functions, topics from complex variable theory. *Prerequisite:* Mathematics 212.

365 Differential Equations Messrs. Holder and Leinbach

Theory and application of ordinary differential equations. Topics include: first order equations, linear equations of second and higher order, systems of equations, power series solutions, and numerical methods. Applications will be considered from both the physical and non-physical sciences. *Prerequisite:* Mathematics 212

381, 382 Selected Topics

Staff

The course will deal with some advanced phase of mathematics not otherwise in the curriculum. The subject matter and the frequency of offering the course will be dependent on student interest. Some possible areas for study are: point set topology, combinatorics, graph theory, partial differential equations, differential geometry, advanced topics in statistics, numerical analysis, number theory. *Prerequisite:* Permission of instructor.

Individualized Study

Staff

Well qualified students may pursue topics of an advanced nature through individual reading, under the supervision of staff members. *Prerequisite:* Permission of the department chairman.

MUSIC

Professor Wagnild (Chairman)

Associate Professors Ackley, Nunamaker and Weikel

Assistant Professors Belt, Finstad, Kelly, Partchey and Zellner.

This Department offers theoretical and practical instruction in music with programs leading to a Bachelor of Arts degree with a major in music or Bachelor of Science degree with a major in music education. In addition, it makes available courses in music appreciation and opportunities for participation in vocal and instrumental organizations. Individual instruction in voice, piano, organ, and standard band and orchestral instruments is offered by appointment. The Department requires an informal audition of all candidates proposing to major in music or music education. Appointments for such auditions should be made through the College Admissions Office.

The program leading to the Bachelor of Science degree in music education (see pages 56-57) satisfies the certification requirements for teaching or supervising music in elementary and secondary schools.

Requirements for a major in music leading to a Bachelor of Arts degree consist of 11 full courses (Music 141, 202, 205, 251, 302, 305, 322, J15, 312, 313, 314 and 456) plus quarter courses in applied music totaling three full courses. The applied music courses should include seven quarter courses in the student's major applied area. The student major must also participate for four years in an authorized musical group and present a recital in the senior year. Majors planning to attend graduate school are urged to take Music 303.

Music majors in the elementary education program must meet the same requirements as the B.A. program with the exception of Music 305 and 322.

The distribution requirement in art, music, creative writing, and theatre arts may be fulfilled by one of the following: Music 101, 103, 104, 105, 312, 313, 314, and certain designated January courses.

101 Introduction to Music Listening

Messrs. Belt and Nunamaker

A consideration of the principal music forms against the background of the other arts. Intensive listening is an essential part of the course. Repeated spring term.

103 The Symphony

Mr. Finstad and Mr. Kelly

The standard symphonic repertoire is listened to and discussed, and is related to its cultural setting.

104 Opera

Mr. Finstad

Standard operatic works are listened to and discussed as examples of drama and music.

105 Introduction to Contemporary Music

Mr. Nunamaker

A study of the major trends in twentieth century music with emphasis on the music of Stravinsky, Schoenberg, Bartok, and the Avante Garde composers. This course is designed for students with a music background.

115 Introduction to Music Literature

Messrs. Weikel and Nunamaker

A study of the major forms of Western music from the early Christian period to the twentieth century. Emphasis placed upon stylistic analysis and aural recognition of musical examples.

141 Sight-Singing and Dictation

Mr. Partchey

Fundamentals of basic musicianship: notation, clefs, scales, intervals, triads, meter, rhythm, and tonality. Instruction and intensive drill in singing, writing, and improvising melodies, harmony, and rhythmic figures. Three lectures per week plus two laboratories.

202 Basic Harmony

Mr. Wagnild

A study of scale and chord structure, chord relationship, and the basic principles of harmonic writing and harmonic progression.

205 Choral and Instrumental Conducting

Mr. Partchey and Staff

Technique of the baton, fundamentals of choral and instrumental interpretation, problems of organization, repertoire, and maintenance of groups. Three lectures per week plus one laboratory.

122 Principles and Procedures of Teaching Music in**Elementary School**

Mr. Partchey

The methods and materials of teaching music in the elementary grades. Various approaches to guiding pupils in perception of, reaction to, and evaluation of musical experience are included.

221 Principles and Procedures of Teaching Music in the**Secondary School**

Mr. Partchey

The principles and procedures of teaching music in the secondary school. Study of methods and materials relative to music classes and performance groups. The evaluation of material, methods, and techniques.

251 Intermediate Harmony

Mr. Wagnild

A continuation of harmonic writing and an introduction to basic modulatory progression. Keyboard and aural exercises.

302 Advanced Harmony

Messrs. Wagnild and Weikel

A comprehensive survey with emphasis on the use of altered chords and the expansion of tonality through chromatic modulation. Keyboard and aural exercises.

303 Counterpoint

Mr. Weikel

Introduction of the contrapuntal technique of the sixteenth century through the study of plain song and early motets. Composition in the small forms is a part of the course.

305 Orchestration

Mr. Partchey

Instruction in the transposing, arranging, and coloring for various instrumental media.

312 History of Medieval, Renaissance, and Baroque Music

Mr. Nunamaker

The history of the major forms and styles of music and composers from the pre-Christian era through the eighteenth century. Extensive use of musical examples and recordings.

313 Music in Classic and Romantic Periods

Mr. Ackley

A study of the principal stylistic tendencies of the periods of music from 1740 to c. 1900. Extensive listening to and examination of illustrative materials.

314 Music in the Twentieth Century

Mr. Ackley

A study of the principal stylistic tendencies of music from c. 1900 to the present with examination of the works of representative composers. Also consideration of American composers and developments in experimental music.

322 Form and Analysis

Mr. Weikel

A study of the structural organization of music including the analysis of the small and large forms of composition drawn from the standard literature of the eighteenth-twentieth centuries. *Prerequisite:* Music 251 and 302.

351-352-353 Student Teaching

Mr. Partchey

Students are assigned to teach in public schools in cooperation with, and under the supervision of, experienced teachers. Individual conferences with the College supervisor and supervising teacher are required. Offered simultaneously in spring term only.

Individualized Study

Prerequisite: Approval of department and directing faculty member.

Applied Music The Department offers instruction in voice, piano, organ, and the standard band and orchestra instruments. The repertoire is adapted to the student's ability. One quarter course credit is given for one half-hour private lesson per week per term. Supplementary piano for music majors may be in classes.

Students majoring in music who are candidates for the Bachelor of Arts degree may take up to eight quarter courses of private instruction, and those who are candidates for the degree of Bachelor of Science in Music Education may take up to 12 quarter courses of private instruction, at no additional cost beyond the comprehensive fee.

The Department also sponsors various music organizations, including the Choir, Chapel Choir, Band, and Orchestra. All regular College students are eligible to audition for any of these, either at the beginning of the school year or at other times by appointment.

111, 112 Woodwind Instrument Class	Mr. Zellner	132 Chapel Choir	Mr. Weikel
Instruction in the technique of woodwind instruments, using the clarinet as the basic instrument.		This Choir performs standard musical literature with the purpose of supporting and assisting the College community in its Sunday morning services. Cantatas and oratorios are presented as occasional concerts in the spring of the year. Three rehearsals weekly.	
	Two 1/4 courses		No credit
113, 114 Brass Instrument and Percussion Class	Messrs. Zellner and Partchey	133 Band	Mr. Zellner
Instruction in the technique of the brass instruments with trumpet or cornet as the basic instrument. Practical work is included with percussion instrument.		Membership in the Band, which is open to men and women, depends entirely on the individual's ability and interest. The Band plays at athletic events and during the spring term gives concerts on the campus and in nearby cities. Three rehearsals weekly.	
	Two 1/4 courses		No credit
115, 116 Stringed Instrument Class	Mr. Nunamaker	135 Orchestra	Mr. Nunamaker
Instruction and practice in the techniques of stringed instruments and the organization of a string section.		The study and performance of orchestral music of all eras. Membership is open to all students of qualifying ability. Two rehearsals weekly.	
	Two 1/4 courses		No credit
121 Voice	Messrs. Ackley and Finstad	456 Senior Recital	
Private instruction in fundamentals of voice culture with emphasis upon breath control, resonance, tone quality, diction, pronunciation, and an appreciation of the best works of the masters. Repeated in the spring term. Fee for one half-hour lesson per week per term: \$85.00.		Solo or duet presentation of representative literature of various stylistic periods of the student's major applied area with emphasis on historical performance practice. \$85.00.	
	1/4 course		
123 Piano	Messrs. Belt and Kelly	PHILOSOPHY	
Private instruction in the development of the necessary techniques for facility in reading and interpreting a musical score accurately at the keyboard. Literature includes representative compositions of various styles and periods. Public performance is required of those majoring in this area of concentration. Fee for one half-hour lesson per week per term: \$85.00.		Professor Richardson (<i>Chairman</i>) Associate Professors Coulter and Schubart	
	1/4 course		
125 Orgao	Messrs. Belt and Weikel	The role of philosophy in the student's intellectual development is to stimulate him to think about the ways men acquire knowledge, the relation between reality and the ways in which men view it, and the value systems by which men attempt to live.	
Private instruction designed to include literature of various periods, sight-reading, hymn-playing and transposition, chant and anthem accompanying, and rudiments of modulation and improvisation. Required: repertory class every two weeks. <i>Prerequisite:</i> Satisfactory performance of all major and minor scales (two octaves) and a Bach Invention. Fee for one forty-minute lesson per week per term: \$85.00.		The courses offered by the Philosophy Department are designed to help the student become aware of the assumptions about knowledge, reality and values involved in the social, political, historical, religious, scientific, aesthetic and ethical aspects of man's existence; to aid the student in integrating the knowledge gained in all of his courses into a coherent perspective; and to introduce the student to the literature in which philosophical discussion takes place. The program of the Department is designed to help the student build a fund of knowledge valuable in itself whether or not he majors in philosophy.	
	1/4 course		
127 Band Instrument Instruction	Mr. Zellner	A student might choose to major in philosophy in order to unify the knowledge acquired in an undergraduate liberal arts education, or to lay the foundation for graduate work in philosophy, law or theology. Members of the Philosophy Department	
Private instruction in woodwind and brass instruments. Repeated spring term. Fee for one half-hour lesson per week per term: \$85.00.			
	1/4 course		
129 Stringed Instrument Instruction	Mr. Nunamaker		
Private instruction emphasizing both the fundamentals of string playing and repertory. Repeated spring term. Fee for one half-hour lesson per week per term: \$85.00.			
	1/4 course		
131 College Choir	Mr. Wagnild		
An intensive study of the best of choral literature. In addition to appearances in nearby cities, the Choir makes a two-week concert tour each spring. Five rehearsals weekly.			
	No credit		

are also interested in encouraging students to design special majors which cross departmental lines and which include courses in philosophy.

102 Ideas of Men

Mr. Coulter

The opposing ideas of men on vital philosophical issues are studied by reading and discussing some of the major philosophical texts. These works are selected on the basis of the quality of the ideas and the literary qualities of their statement. Texts might include works by Plato, Descartes, Mill, James, Russell, Kierkegaard, and Sartre.

211 Logic and Semantics

Mr. Coulter

An introduction to formal logic and a study of the uses of language with particular reference to meaning and definition; nature of inference from premises to conclusion; rules for deductive inference; construction of formal proofs in sentential and quantificational logic; the nature of language; informal inferences and fallacies; theory of definition.

221 Introduction to Philosophy

Mr. Richardson

Contemporary analysis of philosophy and the main traditional approaches to it: scientific, aesthetic, ethical, and religious. Their assumptions, methods, and results are analyzed with a view to giving the student both the tools and the motivation for building his own philosophy.

223 Ethics

Mr. Schubart

The main types of theories of ethics. The course emphasizes, first, the goals and obligations of human life and their relation to a general philosophical position; and second, the relevance of ethical theory to contemporary individual and social situations. *Prerequisite:* one course in philosophy or permission of instructor.

303 History of Philosophy: Classical Philosophy

Mr. Coulter

A study of the philosophers and philosophies of ancient Greece and Rome with emphasis on the world views developed by them. Major emphasis will be on Plato, Aristotle, and Hellenistic Neo-Platonism.

304 History of Philosophy: Medieval and Early Modern

Mr. Coulter

A study of philosophers and philosophies of Medieval Europe as these reflect the impact of Christianity, and of Early Modern Europe as these reflect the impact of modern science on the traditional problems and assumptions of philosophy. Major thinkers to be studied include Augustine, Thomas Aquinas, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume and Kant.

320 Seminar in Nineteenth Century Philosophy

Mr. Richardson

A study of the major continental thinkers of the period. The philosophies of Kant and Hegel as criticisms of the Enlightenment, and as idealistic constructions. The philosophies of Kierkegaard, Marx, and Nietzsche as criticisms of idealism, and significant new constructive attempts.

321 Seminar in Twentieth Century Philosophy

Mr. Schubart

A study of contemporary philosophies such as pragmatism, logical positivism, analytical philosophy, phenomenology, existentialism, and Marxism.

332 Seminar in Ethics

Mr. Schubart

The course covers such topics as: contemporary developments in ethical theory; the relation of ethics to economic, political, and social practices and theories; the philosophy of law and its relation to ethics; and the analysis of the fundamental concepts of ethics. The student will have the opportunity to choose a specific topic in ethics, or one of the preceding topics, for investigation.

334 Seminar in Aesthetics

Mr. Schubart

The course explores such topics as: the nature of art; the functions of art, aesthetic experience, aesthetic judgment; and relates aesthetics to other aspects of philosophy.

337 Seminar in Philosophy of Religion

Mr. Richardson

An analytical study of the meanings of contemporary religious concepts and statements, with an attempt to relate this study to contemporary constructive attempts.

340 Metaphysics

Mr. Coulter

A systematic study of some of the major issues raised when we attempt to formulate our basic assumptions about the "real" world. Emphasis will be upon such ontological questions as the relation between mind and body, and the existence of a supernatural being.

400 Senior Seminar

Mr. Richardson

An advanced seminar for philosophy majors in which significant problems are raised, and where the student has the opportunity to write a thesis on one of the problems, or on one of the major contemporary philosophers.

Individualized Study

Staff

With the consent of the Department, majors may take a course of directed reading and conferences under the supervision of a member of the staff. Repeated second semester.

PHYSICS

Professors Daniels, Haskins and Mara

Associate Professors Cowan (*Chairman*), T. J. Hendrickson and Scott

Assistant Professor Marschall

A major in physics is appropriate for those who enjoy the subject and who have no particular career in mind. It is also suitable preparation for careers ranging from government and law to theoretical physics and molecular biology. Within wide limits, a physics major can be tailored to meet the needs and desires of individual students.

Persons who become physics majors ought to be curious about the ways of nature and have a strong urge to satisfy this curiosity. Their success depends

upon their ability to devise and perform meaningful experiments, their intuitive understanding of the way nature behaves, and their skill in casting ideas into mathematical forms. No two majors are endowed with precisely the same division of these talents, but every one of them must develop some proficiency in each.

Courses in the Department emphasize those theories and principles that give a broad, unifying understanding of nature and the analytical reasoning needed for their use. Laboratory training stresses the design of experiments, the techniques of precise measurement, and the interpretation of data.

The Department offers many opportunities for interested students to take part in discussions with each other and with the staff. It also offers opportunities for investigations apart from those associated with formal courses. Students may pursue investigations devised by themselves, or they may assist the physics faculty in their ongoing projects. Students are encouraged to take advantage of these opportunities, since only by participating in these ways can they experience physics as the activity that it is.

In addition to the usual classrooms, seminar rooms, laboratories, and faculty offices, Masters Hall contains the physics library, a machine shop, and a planetarium. The Department has well equipped nuclear physics, X-ray, optics, and electronics laboratories, and it directs the observatory and the planetarium. Some of the larger pieces of equipment are multichannel analyzers, coincidence-anticoincidence circuitry, two X-ray diffraction units, a Mössbauer analyzer, a neutron howitzer, and a 16" Cassegrain telescope with cameras, a UBV photometer, and an astronomical spectrometer. All the Department's facilities plus the computer are available for use by physics students, and physics majors are encouraged to become familiar with these facilities as quickly as possible.

The minimum physics major consists of eight courses including Physics 111, 112, 203, 206, and J26. This minimum major will prepare the future high school physics teacher very well. It can also prepare a student to work in industrial or government laboratories. Anyone for whom graduate study is a possibility should plan to take twelve

courses in the Department. Physics graduates are fully prepared to pursue graduate work in physics and in allied fields such as astronomy; astrophysics; biophysics; geophysics; mechanical, electrical, and nuclear engineering; physiology; space science; oceanography; meteorology; and environmental studies.

All majors must complete mathematics courses through Mathematics 212 or its equivalent. Those planning to go to graduate school should also complete the Applied Analysis course Mathematics 363-364. Beginning with the first course taken in the Department, each major should start learning to use the computer to solve problems. Increasing facility with the computer is assumed with each succeeding course. Because of graduate school requirements and the wide literature of physics in French, German, and Russian, majors are urged, but not required, to fulfill their language requirement in one of these languages.

Qualified students should apply to take the seminar courses during their upperclass years. Honor students majoring in other departments are also encouraged to enroll in these seminars. Seminars meet for one afternoon each week, and students electing them should be prepared to do extensive independent work.

Qualified majors should also consider the opportunities afforded by Individualized Study. This course entails the study of a problem in physics or astronomy selected by a student in consultation with a staff member. The problem may be of a theoretical or experimental nature. A student electing this course should obtain an adviser for the project by the end of his or her junior year and expect to begin work in the fall term of the senior year with the completion of the work to be accomplished in the spring term of the senior year.

Freshmen who are considering a major in physics should enroll in Physics 111, 112 and Mathematics 111-112, if possible. While it is desirable for majors to take this freshman program, students may accomplish a full major in physics even if they take Physics 111, 112 in their sophomore year. Some of the outstanding graduates of the Department decided to major in physics at the end of their sophomore year.

The Department administers the Cooperative Engineering Program with Pennsylvania State University and Rensselaer Polytechnic Institute. Students selecting this program will take Physics 111, 112, 203, J33, and 216 and will graduate from Gettysburg with a major in Physics upon successful completion of an engineering degree at Penn State or RPI. For more details on the Cooperative Engineering Program, see Page 59.

Any two physics courses with laboratory may be used to satisfy the distribution requirement in science, but the two may not be both Physics 101 and 111 or both Physics 102 and 112.

The prerequisites listed below in the course descriptions are meant only as guides. Any course is open to students who have the permission of the instructor.

101 Classical Physics for the Non-Scientists Mr. Marschall

Designed for students not majoring in science or mathematics. A basic course in the development, structure and meaning of physics. The aims are threefold: to acquaint students with some of the phenomena of nature and the principles devised by physicists to describe them; to enable them to solve simple physical problems; and to make them aware of the historical development and consequences of important physical ideas. Topics to be covered include space, matter, motion, dynamics and energy. If credit for Physics 111, 112 is to be counted toward a physics major then credit for Physics 101, 102 may not be counted. *Prerequisite:* Competence in algebra and geometry. Three class hours and three laboratory hours.

101S Classical Physics for the Non-Scientists Mr. Haskins

Physics 101S is a self-paced course which deals with the same material as Physics 101. There are no lectures but the student may seek and receive tutorial help at any time. The course material is divided into units. Before proceeding to a new unit the student must demonstrate mastery of the material in the old unit by making a high score on a test. The student may take retests until mastery has been demonstrated. Class hours arranged and three laboratory hours.

102 Contemporary Physics for the Non-Scientists Mr. Cowan

Wave Phenomena, electricity and magnetism, atomic and nuclear physics, elementary particles. *Prerequisite:* Physics 101. Three class hours and three laboratory hours.

103, 104 Elementary Physics Mr. Scott

A general coverage of the fields of classical and modern physics with time devoted to areas of special interest in biology: fluids, heat, radiation and the physics of vision and hearing. While particularly useful for biology majors, the course will serve any student as an introduction to a wide range of topics in Physics. Rudimentary calculus is taught and used. *Prerequisite:* facility in algebra and geometry. Three class hours and three laboratory hours per week.

108 Introductory Astronomy

Mr. Marschall

A beginning course in analytical astronomy. An early emphasis on the celestial sphere, planetary and stellar motion, and local distance scales is followed by elementary astrophysics of the solar system and stars. This course may not be counted toward a major in physics. *Prerequisite:* Competence in algebra, geometry, and trigonometry. Three class hours.

111 Mechanics

Mr. Mara

An introduction to classical mechanics: laws of motion and the conservation laws of linear momentum, energy, and angular momentum. Simple harmonic motion. Motion of particles in gravitational, electric, and magnetic fields. The rudiments of calculus and vector analysis are introduced and used throughout the course. Laboratory work emphasizes the detection, measurement, and interpretation of electrical signals and elementary circuit analysis. Students already having credit for Physics 101, 102 or 103, 104 may register for Physics 111 for credit only with the permission of the department. *Prerequisite:* Mathematics 111 which may be taken concurrently. Four class hours and three laboratory hours.

112 Relativity, Electricity, and Magnetism

Mr. Mara

The special theory of relativity. Electrostatic fields, currents, magnetic fields, electromagnetic induction, Maxwell's equations, light as a propagating electromagnetic disturbance. Laboratory work emphasizes the detection, measurement, and interpretation of optical signals and nuclear radiation. *Prerequisite:* Physics 111. Four class hours and three laboratory hours.



140 Environmental Science and Pollution

An introduction to the interactions between systems and man. Topics include the environment as a system, exponential growth, population, food supply, energy and resources, pesticides, solid wastes, and air, water and noise pollution. May not be counted towards a major in Physics. Not offered every year. *Prerequisite:* One course in Chemistry, Biology or Physics. Three class hours.

203 Waves and Thermal Physics

Properties of light and sound waves including polarization, interference, and diffraction. Physical and geometric optics. Temperature, heat, and the first and second laws of thermodynamics. *Prerequisite:* Physics 112 or 104. Three class hours and three laboratory hours.

206 Modern Physics

The phenomena leading to the concepts of quantum theory; photo-electric effect, Compton effect, discrete spectra, X-ray electron, and neutron diffraction. Black body radiation, statistical physics, the uncertainty principle, quantum states, and the quantum theory of atomic and nuclear structures. *Prerequisites:* Physics 112 or 104 and calculus. Three class hours and three laboratory hours.

J33 Engineering Mechanics: Statics

Equilibrium of coplanar and noncoplanar force systems; analysis of structures; friction; centroids and moments of inertia. Required for engineering students. *Prerequisites:* Physics 112, Mathematics 211.

216 Engineering Mechanics: Dynamics

Motion of a particle; translation and rotation of rigid bodies; work and energy; impulse and momentum. Required for engineering students. *Prerequisite:* Physics J33. Three class hours.

301 Electronics

Characteristics of semiconductor junction devices. Circuits using these devices include amplifiers, oscillators, operational amplifiers, switching circuits, and digital circuits. *Prerequisite:* Physics 112. Two class hours and six laboratory hours.

305 Astrophysics

The physics of the sun and stars. The consequences of radio, photometric, and spectroscopic observations for modern theoretical astronomy. Selected topics from among stellar atmospheres and evolution; variable stars; the effects of the earth's atmosphere and ionosphere, the interplanetary and interstellar media on radiation; radio sources. Qualified students may carry on observational projects. *Prerequisites:* calculus and two courses in physics.

319 Classical Mechanics

Topics covered include Newtonian mechanics, linear and nonlinear oscillations, Lagrangian and Hamiltonian dynamics, central force motion, noninertial frames, rigid bodies and the inertia tensor. *Prerequisites:* Physics 203 and Mathematics 212.

320 Quantum Mechanics

Includes the Schrödinger and the Heisenberg development of quantum mechanics. Problems covered include the one dimensional square well and barrier, the harmonic oscillator, the rigid

Mr. Cowan

rotor, the hydrogen atom, and the helium atom. Time independent perturbation theory is introduced. *Prerequisite:* Physics 206 and 319. Three class hours.

J26 Advanced Physics Laboratory

Messrs. Haskins and Scott A laboratory course with experiments drawn from various areas of physics such as: optics, electromagnetism, atomic physics, and nuclear physics with particular emphasis on contemporary methods. Error analysis and experimental techniques will be stressed. Normally taken by physics majors in January of their junior year.

330 Electricity and Magnetism

Mr. Mara

Static electric and magnetic fields, electromagnetic induction, Maxwell's equations in space, fields in different inertial frames, fields in matter, time dependent fields. *Prerequisite:* Physics 212 and Mathematics 363. Three class hours.

332 Thermodynamics and Statistical Physics

Mr. Hendrickson

General statistical methods. Classical and statistical thermodynamics. Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac statistics. Applications of statistical methods to selected topics in solid state physics, low temperature physics, and other fields. *Prerequisites:* Physics 206 and 319. Three class hours.

341 Relativity, Atomic, and Molecular Physics

Mr. Haskins

Special relativity: includes four vectors, tensor analysis, electromagnetic field tensor. Atomic physics at a level requiring quantum mechanics: includes perturbation theory, angular momentum, hydrogen fine structure and hyperfine structure, helium atom, many electron atoms. *Prerequisites:* Physics 206, 330, and 320. Three class hours and three laboratory hours.

342 Nuclear Physics and Fundamental Particles

Mr. Haskins

Nuclear and particle physics at a level requiring quantum mechanics: including time-dependent perturbation theory, scattering, Breit-Wigner cross-section, Mössbauer effect, isotopic spin. *Prerequisite:* Physics 341 or 441. Three class hours and three laboratory hours.

430 Electricity and Magnetism Seminar

Mr. Mara

Covers the same topics as Physics 330. See above description of seminar courses. *Prerequisites:* Physics 112, Mathematics 363, and the permission of the instructor. One seminar afternoon.

441 Relativity, Atomic, and Molecular Physics Seminar

Mr. Haskins

Covers the same topics as Physics 341. See above description of seminar courses. *Prerequisites:* Physics 206, 320, 330, and the permission of the instructor. One seminar afternoon and three laboratory hours.

442 Nuclear Physics and Fundamental Particles Seminar

Mr. Haskins

Covers the same topics as Physics 342. See above description of seminar courses. *Prerequisites:* Physics 341 or 441 and the permission of the instructor. One seminar afternoon and three laboratory hours.

450 Tutorials: Special Topics

Staff

Designed to cover physics or physics related topics not otherwise available in the curriculum. Open to upperclass physics majors who arrange with a staff member for supervision. Possible

areas of study include advanced electronics, medical physics, astrophysics, acoustics, optics. *Prerequisite:* Approval of department.

Individualized Study in Physics and Astronomy

Staff

Experimental or theoretical investigation of a research level problem selected by the student in consultation with a staff member. Students should arrange with a staff member for supervision by the end of the junior year. Open only to second semester senior physics majors. Work is reported in a departmental colloquium. *Prerequisite:* Approval of department.

POLITICAL SCIENCE

Professor Jarvis (*Chairman*)

Associate Professor Boenau

Assistant Professors Borock, Mott, Nyitray and D. Tannenbaum

The study of politics, paradoxically, is among the oldest and the newest preoccupations of man, as old as the Greeks and as young as the post-behavioralists. It is not simply that men have always been interested in politics, but that they have been interested in it for different purposes and in different ways.

The Political Science Department has constructed a program of course offerings which introduce the student to the major fields and approaches of the discipline. The basic course, Political Science 151, is intended to introduce fundamental approaches to the study of politics and government, methodology, the development of political science as a discipline and as a profession, and the relation of political science and other social sciences. Following this, upper-level courses build on the common foundation by focusing on more limited areas and providing analysis in greater depth. Majors are urged to participate in small-group seminars and to take advantage of individualized study. Through these avenues the Department fosters a sense of individual responsibility and accomplishment.

The entire program is aimed at balancing the needs of both specialists who intend to pursue graduate training and those who will receive a terminal degree from the College. Courses offered in the Department help prepare the student for careers in politics, the public service, diplomacy, the practice of law, and teaching. Majors are encouraged to enroll in other related social studies courses.

Students wishing to major in the Department are required to take a minimum of 10 courses in political science, including work in each of the following groups:

- 1) Introduction to Political Science: 151
- 2) Advanced American government; At least 1 course from the following: 221, 223, 224, 231, 311, 312
- 3) Comparative government: At least 1 course from the following: 201, 202, 203, 204
- 4) International Relations: 241, 242, or 245
- 5) Political theory: 351 or G. E. 352

Any of the following courses may be counted towards the College distribution requirement in social sciences: 101, 151, 201, 202, 203, 204, 221, 222, 223, 224, 231, 241, 242, 311, and 312.

151 Introduction to Political Science

Staff

A study of the scope of political science, the methodological approaches used, and the relation of political science to the other social sciences. Special attention will be given to major research sources and reference works useful to political scientists. Required of all political science majors.

101 American Government

Staff

The institutional structure and policy-making process of government are examined as reflections of the assumptions of liberal democracy and of the American social and economic systems. In addition to the legislative, executive, and judicial branches of government, political parties, interest groups, and elections are considered.

201 European Political Systems

Mr. Boenau

An analysis and comparison of the political processes and forms of government of Great Britain, France, West Germany, and the Soviet Union.

202 Asian Political Systems

Mr. Boenau

An analysis and comparison of the political processes and forms of government of major Asian countries. Particular attention is devoted to China, Japan, and India.

203 Latin American Political Systems

Mr. Jarvis

An analysis and comparison of the political processes and forms of government of selected Latin American countries. Consideration is given to the significance of geographical, social, economic, and historical factors in Latin American politics, as well as the role of the armed forces, the church, and organized labor.

204 African Political Systems

Mr. Jarvis

An analysis and comparison of selected independent states of Africa and their political processes and forms of government. Attention is given to the significance of the colonial period, national independence movements, socio-economic and political problems of developing states, and attempts to promote regional and continental unity.

221 State and Local Government	Mr. Tannenbaum	G.E. 352 Modern Political Thought	Mr. Tannenbaum
A study of the structure, functions, and political processes of non-national government in the United States.			Systematic examination of the important political ideas and philosophers of the nineteenth and twentieth centuries. Treats the historical circumstances which motivated the writer, his philosophical and religious views of human nature and alienation, the philosophical assumptions which led to his political ideas as well as such traditional concerns of political philosophy as the purpose of the state, the role of institutions, constitutionalism, and civil liberties. Does not fulfill distribution requirement.
222 Public Administration	Mr. Tannenbaum	400 Seminars	Staff
Study of the politics, structure, and procedures of governmental administration. Particular attention is given to the administrative process, policy-making, and the public responsibility of administrators.			The student is offered opportunity to work at an advanced level of extensive reading in either domestic, foreign, or world politics. A common core of reading and written reports by each student is provided. Topics differ each term and will be announced in advance. Enrollment only by permission of the instructor.
223 Legislative Process	Mr. Nyitray	Seminar topics dealt with in 1974-75 included:	
The course focuses on the United States Congress. Topics covered include: theories of representation; nomination and electoral processes; internal organization of Congress; influences on Congressional policy-making; and Congressional interaction with other participants in the policy process.			<ol style="list-style-type: none"> 1. Scope and methods of Political Science 2. American political thought 3. Political violence 4. Political solutions to pollution 5. Sex and the law 6. Urban affairs
224 Presidential Politics	Mr. Nyitray	Individualized Study	Staff
The role of the Presidency in the American political system; the selection of presidential candidates; the Presidency and bureaucratic structures and procedures; presidential leadership; and the Presidency in the policy process.			The student selects an approved topic for intensive study and presents his findings in the form of oral or written reports to a member of the staff responsible for supervising his research activities and reports. Open only to senior majors or with permission of the instructor. Repeated in the spring term.
231 American Parties and Politics	Mr. Mott	PSYCHOLOGY	
An examination of political parties, their role in democracy, and the nature of the party system in relation to other social and political process, including social trends, interest groups, political leaders, and leadership. Two-party politics is compared to the politics of third parties, mass movements. Aspects of voting behavior and campaign techniques are considered.			
241 International Relations	Mr. Borock	Professors Mudd (<i>Chairman</i>) and Platt	
An examination of the theory and practice of international politics. Attention is given to the various approaches to the study of international politics and the major forces governing relations between states. Topics will include conflict and behavior, foreign policy, transnationalism, organization, power, force, and ethics.			Associate Professors D'Agostino, Frank and Shand
242 American Foreign Policy	Mr. Borock	Assistant Professors Gobbel and Pittman	
An analysis of the development, implementation, and effects of U.S. foreign policy.			
245 World Order	Mr. Borock	The objectives of the Department include promoting knowledge of the basic factors and principles of human experience and behavior, with emphasis on the formation of a scientific attitude toward behavior and an appreciation of the complexity of human personality. For advanced students an attempt is made to provide a balanced program of course offerings in both theoretical and applied psychology.	
311, 312 American Constitutional Law	Mr. Jarvis	The Department offers several opportunities for field experience in three January Term courses (Field Experience in Child Psychology; Field Experience in Clinical Psychology, and the Psychology Internship) and a cooperative program with the Merrill-Palmer Institute in Detroit, Michigan. The Merrill-Palmer program involves one or two semesters, work in a specialized child development center, and a practicum in a child guidance center.	
The first term deals largely with case studies of Supreme Court decisions involving powers and limitations of the legislative, executive, and judicial branches of government and decisions involving the principles of federalism, separation of powers, and judicial review. The second term deals primarily with case studies relating to Constitutional guarantees of individual rights. Either semester may be taken independently of the other.			
351 History of Political Thought	Mr. Boenau		
A study of the development of Western political thought from the ancient Greeks to the nineteenth century.			

opment curriculum for course credits transferable to Gettysburg College. Majors may also participate in THUS (The Harrisburg Urban Semester).

The career opportunities in psychology are numerous and varied. Although college teaching and research continue to attract trained psychologists, an increasing number of psychologists is being employed by business and industrial organizations, public school systems, and federal, state, and local governmental agencies. One planning a career in any area of psychology should expect to spend at least a year in postgraduate study. Many of the best positions in professional psychology require three or four years of postgraduate training.

Psychology 101 is a prerequisite for all other courses in the Department with the exception of Psychology 210. Requirements for a major include Psychology 101, Mathematics 107, Psychology 305, 341, one of the following 314, 316, 317, 318, or 336, and four additional courses.

It is recommended that students looking forward to admission to graduate school take Psychology 211 and two advanced laboratory courses (314, 316, 317, 318, 336). Students will find that the individualized study required in psychology will be excellent preparation for graduate work. Training in college mathematics beyond Mathematics 107 and in computer programming is strongly recommended to those planning to do graduate work in psychology. Students should consult with their advisers to be sure they understand the necessary prerequisites for work at the graduate level in the specialized areas of psychology.

Departmental Honors in psychology are awarded to graduating majors who, in the combined judgment of the staff, have demonstrated academic excellence in course work and have completed an individualized study. The Honors Thesis, open by invitation of the Department Staff only, is not required for Department Honors.

The following courses may be used to fulfill the distribution requirement in social sciences: 101, 204, 214, 225, 226, 320, and designated January Term courses.

101 General Psychology

Staff
An introduction to the basic facts and principles of psychology, including the study of human motivation, learning, emotion,

perception, thought, intelligence, and personality. Some attention is given to the applications of psychology. Repeated spring term. May be used toward fulfilling the distribution requirement in the social sciences. Certain sections of this course offered according to the Keller Plan will be designated in the Announcement of Courses as 101-K. For further information on the Keller Plan consult departmental staff.

204 Basic Topics in Experimental Psychology

Messrs. D'Agostino, Mudd

Selected content areas in psychology will be considered. Starting from theoretical concepts and methods surveyed in Psychology 101 particular topics (e.g., emotion and motivation, cognitive processes, behavioral control, etc.) will be developed more completely. Offered in the Spring semester, this course is open to freshmen and sophomores who have completed Psychology 101. Topics to be considered during each Spring Term will be announced in advance. *Prerequisite to Psychology 316, 317.*

210 Behavioral Economics and Social Engineering

Mr. Mudd

An introduction to behavioral economics and the implications of that field for social planning in a high mass consumption society. The process and evaluation of decision-making in the public and private sectors of the economy are considered from a behavioral science point of view. The potential contribution of behavioral systems analysis to more effective social and economic planning is reviewed. No prerequisite.

211 Psychological Tests and Measurements

Mr. Shand

Fundamental principles are studied in the development of reliable and valid devices designed to reveal measurable characteristics of personality and behavior. Special emphasis is placed on the critical evaluation of tests, the assumptions underlying their construction, and the role of testing as one of the basic procedures of social science. Laboratory instruction necessary for the correlation of theory and practice is given. *Prerequisite: Math 107 or a course in elementary statistics (may be taken concurrently). Two class hours and two laboratory hours.*

214 Social Psychology

Mr. Pittman

A review of current psychological theory and research in social psychology. Topics include attitude and behavior change, conformity, interpersonal perception, commitment, and the cognitive control of motivation.

225 Developmental Psychology: Infancy and Childhood

Mrs. Gobbel

A study of the psychological development of the individual from conception through pre-adolescence. A broad comprehensive view of the child is considered including developmental theories of cognition and personality, and with the emphasis on a functional analysis of behavior.

226 Developmental Psychology: Adolescence

Mrs. Gobbel

A study of the adolescent including the biological, the social, and the psychological factors involved in this period of development. Attention is given to the adolescent's interactions with family, school, peer group, and work, and the problems encountered in developing a sense of values and a sense of ego identity. Psychology 225 is recommended but not required.

230 The Psychology of Religious Beliefs, Attitudes, and Values

Mr. Shand

Empirical findings in the recent scientific study of religion regarding the development of religious and moral traits of character, the personality structure of the religious person, religious dogmatism and prejudice, open and closed mindedness, normal and abnormal aspects of religious experiences, beliefs, and practices.

305 Experimental Methods

Messrs. D'Agostino, Mudd, Platt, Pittman

An introduction to scientific method and experimental design. Emphasis is placed on kinds and sources of error in experimentation, methods of control, and design and analysis of experiments. *Prerequisite:* Psychology 101 and Mathematics 107. Three class hours and three laboratory hours.

314 Assessment of Personality and Intelligence

Mr. Shand

Experimental and correlational methods in the study of human traits and abilities, including situational tests, projective techniques, intelligence tests, rating and scaling techniques, and an introduction to factor analysis. *Prerequisite:* Psychology 305 and Psychology 211. Three class hours and two laboratory hours.

316 Perception

Mr. Mudd

An introduction to sensory and perceptual processes. Lectures deal with the analysis of psychophysical phenomena such as stimulus properties and thresholds, sensory coding, adaptation effects, feature detections, constancies, meaning, and the influence of motivational states on the perceptual response. Laboratory work includes several minor studies and one major research study on a special topic such as person perception, sensory control of behavior, etc. *Prerequisite:* Psychology 305, 204. Three class hours and the equivalent of three laboratory hours.

317 Psychology of Verbal Learning and Memory

Mr. D'Agostino

An introduction to human verbal learning and memory. Topics include associative learning, short and long-term retention, and the influence of organization on storage and retrieval processes. *Prerequisite:* Psychology 305, 204. Three class hours and three laboratory hours.

318 Experimental Social Psychology

Mr. Pittman

A specific content area in social psychology, selected from among topics such as attitude change, conformity, interpersonal perception, and cognitive control of motivation, will be studied. Current theories and empirical data will be used to illustrate experimental designs and relevant methodological considerations. Laboratory work includes the design, execution, and analysis of several experiments. *Prerequisites:* Psychology 214 and Psychology 305, or permission of the instructor. Three class hours and the equivalent of three laboratory hours.

320 Dynamics of Human Adjustment and Personality

Mr. Frank

Textbook and reading in primary sources combine to present a survey of major theories of the nature of personality. Lecture and discussion focus primarily on learning and cognitive processes as unifiers in the study of human adjustment and personality. The usefulness of verifiable evidence is emphasized.

326 Abnormal Psychology

Messrs. Frank and Shand

The study of abnormalities of personality and behavior which commonly occur in mentally handicapped, deviant, neurotic, and psychotic persons. The general principles and theories of abnormal personality development, including those of psychoanalysis, are reviewed and illustrative case materials are presented. Film demonstrations of abnormal phenomena are given, and a field trip is taken to a mental institution. Psychology 214 or 320 recommended but not required; junior or senior standing.

336 Physiological Psychology

Mr. Platt

A study of the anatomical and physiological bases of behavior and cognition. Emphasis is placed on the neuropsychology of sensation, motivation, memory and thinking. *Prerequisite:* Psychology 101, Biology 101, 102, and either Psychology 305 or permission of the instructor. Three class periods and three laboratory hours.

341 History and Theories of Psychology

Mr. Mudd

A historical review of the development of basic theoretical points of view, experiments, concepts, methods, and findings which form the major part of the subject matter of psychology today. Special attention is given to empiricism, structuralism, functionalism, behaviorism, gestalt, and psychoanalysis as schools of thought which have contributed to the formulation of the different theoretical emphases evident in present-day psychology.

400 Seminar

Staff

An opportunity to work on a selected topic in a small group under the guidance of a member of the staff. Not offered every term. The topic for a given term will be announced in advance. Enrollment by permission of the instructor. May be repeated.

Individualized Reading

Staff

Opportunity is given the student to do intensive and critical reading and to write a term paper on a topic of special interest to himself. In the course of his study the student will be expected to become thoroughly familiar with the various reference books, microfilms, and scientific journals which are available for library research in the field of psychology. *Prerequisite:* permission of the instructor. May be repeated.

Individualized Empirical Research

Staff

The student designs and conducts an empirical study which involves the collection and analysis of data in relation to some psychological problem under the supervision of a staff member. Students are required to present an acceptable research proposal no later than four weeks following the beginning of the term or to withdraw from the course. The research culminates in a paper. *Prerequisite:* permission of the instructor. May be repeated.

Honors Thesis

Staff

The Honors Thesis is designed to meet the needs of the clearly superior student. During the senior year each participant will engage in an original program of research under the direction of a thesis committee. In addition to completing a formal thesis, each student will present and discuss his research before the entire staff. Successful completion of the program entitles the student to receive credit for two courses which can be applied towards a Psychology major. *Prerequisite:* by invitation of the Department only.

RELIGION

Professors Dunkelberger (*Chairman*), Freed, Loose and Moore

Associate Professor Hammann

Assistant Professors Bavier and Trone

Essential to an understanding of man is a knowledge of his religious experiences, beliefs, and institutions. This Department offers the student a variety of courses in which the complex phenomena of religion can be investigated. A student may elect courses in biblical studies, history of religions, and religious thought.

A major consists of eight courses. Some majors, depending on prior preparation and work taken outside the Department, may be asked to take additional courses in the Department in order to round out an adequate program, but in no case will more than 12 courses be required. The Senior Seminar (400) is required of all majors. Pre-theological students and those contemplating church vocations should consider a major in this Department.

One of the following courses will fulfill the one course distribution requirement in religion: 101, 111, 117, 121, 127, 131, 132, 133, 134, 135, 136, 137, and 142. Any courses offered in the fall and spring terms, except for the Senior Seminar (400) and Individualized Study as well as some of the January Term courses, may also fulfill one course of the two course distribution requirement in history, philosophy, or religion.

Of particular interest to religion students and majors are the College-approved bilateral study arrangement with the University of Pennsylvania and the India Summer and Semester Program offered through the Central Pennsylvania Consortium in conjunction with the University of Mysore in India. The India Semester, with the Department approval, may count as one course credit toward the major.

BIBLICAL STUDIES COURSES

101 History, Literature, and Religion of the Old Testament

Messrs. Moore and Freed

A study of the history, literature, and religion of the Hebrews

from the age of Abraham to about 200 B.C. The history and culture of Israel are related to those of surrounding nations, with special emphasis on the relevancy of archaeological data. Repeated spring term.

111 History, Literature, and Religion of the New Testament

Messrs. Freed and Moore

A study of the origin and development of early Christianity in light of its Jewish background from about 200 B.C. to 150 A.D. It includes an investigation of the history and religion of the New Testament and a survey of the spread of Christianity through the Roman world. Repeated spring term.

117 Topics in Biblical Studies

Staff

An intensive study of a religious topic, problem, writer, or theme in the field of Biblical Studies.

201 The Prophets of the Old Testament

Mr. Moore

A study of the life and times of Israel's prophets as drawn from the Old Testament and extra-Biblical sources, with special emphasis given to both the importance of prophetic interpretations for their own day and to their lasting effect upon Judeo-Christian thought. *Prerequisite:* Religion 101. Alternate years: offered 1976-77.

202 Wisdom Literature

Mr. Moore

A comparative study of Job, Psalms, Proverbs, Ecclesiastes, and the Song of Solomon with the wisdom literature of the Sumerians, Egyptians, Babylonians, and other contemporaries and predecessors of the Israelites. Spring Term, each year.

203 Biblical Archaeology

Mr. Moore

An introduction to the history, methodology, and findings of Palestinian archaeology with attention to the related fields of Egyptian and Mesopotamian archaeology. Lectures on field technique, slide presentations, museum visits, and consideration of the historical and religious significance of artifacts will be central to the course. Fall Term, each year.

311 The Life and Teachings of Jesus

Mr. Freed

A critical survey in depth of the life and teachings of Jesus as presented in the Gospels of Matthew, Mark, and Luke. Among others, the problems of historicity and mythology in the Gospels are dealt with in an effort to learn about the life and way of Jesus. *Prerequisite:* Religion 111. Alternate years; offered 1975-76.

312 The Gospel of John

Mr. Freed

Chief emphasis is given to the thought and content of the Gospel itself. An effort is made to discover some of the various forms of its thought background, especially that of the Old Testament. Some study of the Gospel in its relationship to the Synoptic Gospels and to the First Epistle of John is included. *Prerequisite:* Religion 111.

313 Judaism From 200 B.C. to 500 A.D.

Mr. Freed

The history, institutions, religious ideas of the Jews from about 200 B.C. to 500 A.D. Jewish writing of the period, including those from Qumran and the Talmud, are studied as the primary sources of information. *Prerequisite:* Religion 101. Alternate years; offered 1976-77.

HISTORY OF RELIGIONS**121 Church History: To the Fifteenth Century**

Mr. Trone

An historical study of all groups who claimed the name "Christian" from the post-Biblical period to the fifteenth century. Theologies, liturgies, councils, heresies, schisms, and the outstanding participants are described and evaluated with the aid of primary document. Alternate years; offered 1976-77

127 Topics in History of Religions

Staff

An intensive study of a religious topic, problem, writer, or theme in the field of History of Religions.

142 Great Religious Personalities

Mr. Dunkelberger

A critical and comparative study of great religious personalities of the past, especially founders of religious traditions, like Moses, Confucius, Gautama the Buddha, Jesus the Christ, Paul Mohammed, Augustine, Luther, Nanak, and some recent charismatics. Evaluations will consider the historicity of evidence, the development of a tradition, the ethics attributed to the individual and the theological ideas which he may have espoused. Spring term every year.

G.E. 206 Byzantine Civilization

Mr. Trone

For course description see General Education.

222 Church History: Fifteenth to Twentieth Century

Mr. Dunkelberger

A study of the pluralistic developments of institutional Christianity from the formulative sixteenth century Reformation through the periods of Scholasticism, Pietism, Rationalism, Evangelicalism, Liberalism, and Ecumenism. Alternate years; offered 1976-77. Fall term.

241 The Religions of South Asia

Mr. Dunkelberger

An historical and phenomenological study of the religions of South Asia: Hinduism, Jainism, Sikhism, and Islam. Original sources in translation are investigated to promote understanding of the religious ideas, institutions, and systems involved.

242 The Religions of East Asia and West Asia

Mr. Hammann

An examination of Buddhism, Shinto, Zoroastrianism, Judaism, and Islam and selected contemporary movements related to these historical predecessors is based on an introduction to religion as a human phenomenon. Where possible original sources in translation will be used. Spring term every year.

RELIGIOUS THOUGHT**131 Religion and Modern Man – An Introduction**

Mr. Dunkelberger

The course will explore the many ways in which religion expresses itself in the twentieth century world. It is particularly concerned with the function of the Judeo-Christian tradition in modern western culture. It involves, however, points of view from the religious traditions of Asia as they have had an impact on the contemporary scene. Fall term every year.

132 The Religious Meaning of Being Human in the Contemporary World

Mr. Loose

The religious experience and patterns of salvation developed by the world's major religions will be studied from the perspective of man's nature and needs as these are reflected in current controversies, problems, decisions, and values. An analysis will be made of various ways of studying religion with an emphasis upon the phenomenological method and its relevance to the interpretation and understanding of religious phenomena. Students will be asked to isolate and investigate the basic issues and conflicts in which they are involved as persons in order to determine the validity of their approach to a resolution of contemporary problems. Offered fall and spring terms, alternating with 232.

133, 134 Modern Issues, Religious Perspectives

Messrs. Bavier and Trone

Seeking out the most important questions of our time, the class will discuss controversial issues as they are currently taken up by writers with a religious point of view. The subjects and writing studied will change from semester to semester as new issues are raised and new answers attempted. If a student has taken 133, he may take 134 only with the permission of the instructor.

135 Religion in Fiction

Mr. Hammann

An examination of the fictional representation of religious stories. The works of Renan, Kazantzakis, Graves, Lagerkvist, Hesse, Percheron, and other will be read. Fall term every year.

136 Religions From the Center to the Fringe

Mr. Hammann

An historical and critical study of recent sectarian and cultic developments primarily in the western religious traditions. Such movements as Ba'hai, Christian Science, Mormonism, Zen in the West, Hasidism and the like will be considered. The study will aim at understanding the religious characteristics as well as the social effects of these movements. Spring term every year.

137 Topics in Religious Thought

Staff

An intensive study of a religious topic, problem, writer or theme in the field of Religious Thought.

G.E. 211 Perspectives on Death and Dying

Mr. Moore

For Course Description see General Education

232 The Religious Meaning of Being Responsible in Contemporary Society

Mr. Loose

Religious interpretations of moral values and ethical theories will be studied from the perspective of determining responsible action for resolving moral problems reflected in current controversies, issues and decisions. In addition, students will be asked to examine the question as to whether or not human existence has an intrinsic, essential goal with a correlative prescriptive moral structure, deviation from which leads to self-destructiveness whereas compliance with the goal leads to creative self-fulfillment. Offered fall and spring terms, alternating with Religion 132.

G.E. 312 Theology and Literature

Mr. Loose

For course description see General Education.

331 The Church Fathers

Mr. Trone
For Orthodox theology and for Roman Catholic theology, the Church, and they were essential for the Medieval theological expositors of the faith as defined by the universal councils of the Church, and they were essential for the Medieval theological disputes. The study will begin with Paul of Tarsus and end with the last of the Latin Fathers, Isidore of Seville (d. 600), and with the last of the Greek Fathers, John of Damascus (d. 749). In seminar fashion the backgrounds, personalities, and the writings of the Fathers, their opponents, and minor friends will be discussed. Alternate years; offered 1975-76.

332 History of Christian Thought: Fifteenth to**Nineteenth Century**

Mr. Dunkelberger

Beginning with late Medieval and Reformation theological expressions, the investigation continues with Protestant Scholasticism, Pietism, Rationalism, and Evangelicalism. Among others, the thought of Luther, Calvin, Loyola, Wesley, and Kant is considered. Alternate years; offered 1975-76.

333 Contemporary Religious Thought in the West

Mr. Loose

Primary theological literature of nineteenth and twentieth century Europe and America is studied critically. Contrasts and continuity of themes, constitutive ideas, and movements in representative works by Kierkegaard, Barth, Tillich, Hartshorne, Buber, Bonhoeffer, Altizer, and others are examined for the purpose of determining the basic presuppositions underlying the various texts.

341 Mythology and Religion

Mr. Hammann

Mythology and Religion have always been companions. The course will aim at understanding this friendship. Students will familiarize themselves with particular mythologies, ancient and modern, and will try to understand the connection with the associated religious traditions. Fall Term each year.

400 Senior Seminar

Staff

The seminar provides a supervised program of intensive research, discussion, written papers, and oral reports, emphasizing methods of interpretative analysis and requiring a knowledge of the important and current literature in the areas selected by the student. It is open to advanced students by permission of the staff.

Individualized Study

Staff

With the consent of the Department, a student may take a course of directed study and conferences supervised by a member of the staff. Repeated in the spring term.

ROMANCE LANGUAGES AND LITERATURES**Professor Kurth****Associate Professors Barriga, Lenski and Miller (Chairman)****Assistant Professors C. M. Hendrickson, Michelman and Weener****Instructors A. Tannenbaum, Viti and Willoughby**

The chief aim of the basic courses offered by the Department is to give the student facility in the use of the spoken and written foreign language and some acquaintance with its literature. The oral-aural aspect of modern language teaching is stressed in the language laboratories which complement classroom instruction in the language. All students in the Department, and especially those in the elementary and intermediate phases of language study, are strongly urged to take advantage of the facilities offered by the laboratory in McKnight Hall. The first two years of language study require at least one hour per week in the language laboratory.

On a more advanced level, literature and civilization courses are designed to lead the student to the well-informed appreciation of the literature and cultures of other societies that is one of the hallmarks of a liberal education.

Students specializing in the Romance languages will find that, in addition to their humanistic value, these studies afford sound preparation for careers in teaching, social work and many fields of government service as well as for graduate study.

Requirements for a major in French or Spanish include French or Spanish 301, 302 and six additional courses above the 206 level. French majors must include French 305 and 306 in their major program. Spanish majors must include Spanish 305, 306, and 307 in their major program. French or Spanish Individualized Study may be taken only once as part of the minimum requirements for the major. These requirements may be waived in special cases at the discretion of the Department.

Some courses for majors are offered in January. However, majors in French or Spanish may count only one January course in their respective majors toward the major requirements.

The following courses may be counted toward the distribution requirement in literature: French 205, 206, 305, 306, 315, 320, 321, 322, 323, 324, 325, 327, 328; Spanish 205, 206, 305, 306, 307, 320, 321, 322, 324, 325, 326. Some courses to be used toward this requirement are offered in January.

The distribution requirement in foreign languages may be fulfilled by successful completion in French or Spanish of 202, 203, 206 or a 300-level course. Most students take both 201 and 202 or 205 and 206. Achievement equivalent to 202 may be demonstrated by an Advanced Placement Examination or a Departmental Qualifying Examination given during the initial week of fall term. French or Spanish 205, 206 when taken together satisfy both the foreign language requirement and the literature requirement. A student who shows unusual proficiency in 201 may, with the consent of the Department Chairman, take 206 and thereby fulfill the language requirement and half the literature requirement.

French 310, Spanish 310 and Spanish 311 fulfill distribution requirements in history, philosophy or religion.

FRENCH

101, 102 Elementary French

Staff

Elements of speaking, reading and writing French. Language laboratory usage is required. Enrollment limited to those who have not studied French previously.

103, 104 Fundamental French

Staff

Fundamentals of speaking, reading and writing French. Language laboratory usage is required. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

201, 202 Intermediate French

Staff

Practice in oral and written expression and grammar review; readings and discussion of French writings as contact with French culture. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination. Language laboratory usage is required.

203 Advanced Intermediate French

Staff

Composition and conversation which fulfills the language requirement in one term. Offered fall and spring term. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

205, 206 Readings in French Literature

Staff

These courses have two objectives, skill in reading French prose for comprehension, and reading a significant amount of French literature of literary and cultural merit. Conducted in French, these courses differ from French 201, 202 in that they emphasize reading for comprehension of content. Enrollment limited to those who have previously studied French and who are enrolled according to achievement on the Departmental Qualifying Examination.

301, 302 French Composition and Conversation

Messrs. Kurth, Lenski

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level.

303 Phonetics and Diction

Mrs. Tannenbaum

Study of modern phonetic theory; practice in transcription, pronunciation, and diction. Laboratory course. Alternate years. Offered 1976-77.

305, 306 History of French Literature:

Middle Ages to 1789; 1789 to Present

Messrs. Michelman, Viti

A general survey of French literature in two parts: representative readings and discussion of outstanding writers and of main literary currents. *Prerequisite:* French 202 or equivalent.

310 French Civilization

Staff

The manifestation of history, art, economics, politics and sociology in the culture of France. Fulfils distribution requirement in history, philosophy or religion. *Prerequisite:* French 202 or equivalent. Alternate years. Offered 1975-76.

315 Development of the Novel as a Genre

Mr. Michelman

Study of the form and function of the novel from the Renaissance to the present. Representative examples will be read in their entirety. Alternate years. Offered 1976-77.

320 Lyric Poetry

Mr. Kurth

A general view of French lyric from Villon to Saint-John Perse. Intensive study will be given to Baudelaire, the Symbolists and the Surrealists. *Explication de Texte* will be used extensively. Alternate years. Offered 1976-77.

321 Seventeenth Century Theatre

Mr. Kurth

French drama, comedy and tragedy of the classical period. Corneille, Moliere and Racine. Alternate years. Offered 1975-76.

322 The Age of the Enlightenment

Mrs. Tannenbaum

A study of the Age of the Enlightenment through reading and discussion of the representative fiction, non-fiction and theatre. Alternate years. Offered 1976-77

323 Ideas and Men in the Development of France

Staff

Study of outstanding figures in the development of French thought from Montaigne, Descartes and Pascal to Sartre and Camus. Alternate years. Offered 1975-76.

324 The Literature of French Romanticism

Mr. Viti

Reading and discussion of French Romantic literature, with special emphasis on poetry and theater. An attempt will be made to reach a viable definition of the Romantic movement in general and of French Romanticism in particular. Alternate years. Offered 1976-77.

325 From Realism to Symbolism

Mr. Viti

The literary and social aspects of the *realist*, *naturalist*, *symbolist* and *decadent* movements, with special emphasis on the prose of Flaubert, Maupassant, Zola, and Huysmans. Alternate years. Offered 1975-76.

327 Contemporary French Theatre

Mr. Lenski

Study of major trends in modern French drama. Giraudoux, Cocteau, Claudel, Montherlant, Anouilh, Sartre, Camus, Ionesco, Beckett, Genet. Alternate years. Offered 1975-76.

328 Contemporary French Novelists and Their Craft Mr. Lenski

A study of representative works by major twentieth-century French novelists from Gide and Proust to Butor and Robbe-Grillet. Alternate years. Offered 1976-77.

400 Seminar

Staff

An intensive study of a particular aspect of French literature civilization or culture to be determined by the instructor in consultation with the students. *Prerequisite:* Permission of the instructor and approval of the Department Chairman.

Individualized Study

Staff

Guided readings or research under the supervision of a member of the staff. *Prerequisite:* Permission of the instructor and approval of the Department Chairman.

SPANISH**101, 102 Elementary Spanish**

Staff

Elements of speaking, reading and writing Spanish. Language laboratory usage is required. Enrollment limited to those who have not studied Spanish previously.

103, 104 Fundamental Spanish

Staff

Fundamentals of speaking, reading and writing Spanish. Language laboratory usage is required. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

**201, 202 Intermediate Spanish**

Staff

Practice in oral and written expression and grammar review; readings and discussions of Spanish writing as contact with Hispanic Culture. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination. Language laboratory usage is required.

203 Advanced Intermediate Spanish

Staff

Composition and conversation which fulfills the language requirement in one term. Offered fall and spring term. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

205, 206 Readings in Spanish and Spanish American Literature

Staff

These courses have two objectives, skill in reading Spanish prose for comprehension and reading a significant amount of Spanish and Spanish American literature of literary and cultural merit. Conducted in Spanish, these courses differ from Spanish 201, 202 in that they emphasize reading for comprehension of content. Enrollment limited to those who have previously studied Spanish and who are enrolled according to achievement on the Departmental Qualifying Examination.

301, 302 Spanish Composition and Conversation

Mrs. Weaner, Mr. Barriga

Exercises in directed and free composition; group discussion and presentation of individual oral work; review of grammar and syntax at an advanced level.

305, 306 History of Spanish Literature: Origins to 1700, 1700 to present

Miss Willoughby, Mr. Barriga

The development of the poetry and the prose, the literary features of the masterpieces of the literature of Spain from the eleventh century to the present. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1976-77.

307 History of Spanish-American Literature

Staff

Study of the essay, the short story and especially the poetry of Spanish-American from the Pre-Columbian era until today. Readings and discussions of the masterpieces of the last five centuries. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1975-76.

310 Spanish Civilization

Staff

A discussion and readings course dealing with the historical, social, artistic, economic and political aspects of Spain. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1975-76.

311 Latin American Civilization

Staff

A discussion and readings course dealing with the historical, social, artistic, economic and political aspects of Latin America. Pre-Columbian cultures (Maya, Aztec and Inca), the Conquest, the Colonization and the Independence periods will be examined. Fulfills distribution requirement in history, philosophy or religion. *Prerequisite:* Spanish 202 or its equivalent. Alternate years. Offered 1975-76.

312 Latin America

Mrs. Hendrickson

A cultural history of Central America, South America and the Caribbean. The course will deal with Pre-Colombian culture as well as the influences of Spain, Portugal and the United States. An inter-disciplinary course illustrating the dynamics of contemporary culture and society. Fulfils distribution requirement in history, philosophy or religion. No prerequisite. Taught in English. No knowledge of Spanish necessary. Alternate years. Offered 1976-77.

320 Lyric Poetry

Mrs. Weaner

A study of Spanish lyric poetry through the ages. The course will concentrate on the interrelationship of form, content and idea, noting major influences upon the poetry of each period. Appreciation is considered a major goal of this course and much poetry will be read orally and discussed. Alternate years. Offered 1976-77.

321 Prose of the Golden Age of Spain

Mr. Barriga

Spanish prose masterpieces, principally the novel with special emphasis on Cervantes. Alternate years. Offered 1975-76.

322 Theater of the Golden Age of Spain

Mr. Barriga

Development and characterization of the Spanish theater with emphasis on the three masters: Lope de Vega, Tirso de Molina and Calderón de la Barca. Alternate years. Offered 1975-76.

324 Contemporary Spanish American Novel and Short Story

Mrs. Hendrickson

A study of the works of representative twentieth century Latin American novelists and short story writers of social and literary importance. Alternate years. Offered 1976-77.

325 Nineteenth Century Spanish Prose

Mr. Barriga

Studies in the essay, short story and novel of romanticism, costumbrismo, realism and naturalism. Alternate years. Offered 1976-77.

326 Twentieth Century Spanish Prose

Mr. Miller

Studies in the essay, drama, short story and novel beginning with the "Generación del 98" and ending with post Civil War Literature. Alternate years. Offered 1976-77.

400 Seminar

Staff

An intensive study of a particular aspect of Spanish literature civilization or culture to be determined by the instructor in consultation with the students. *Prerequisite:* Permission of the instructor and approval of the Department Chairman.

Individualized Study

Guided reading or research under the supervision of a member of the staff. *Prerequisite:* Permission of the instructor and approval of the Department Chairman.

RESERVE OFFICER TRAINING CORPS

Air Force ROTC: Aerospace StudiesProfessor Miller (*Chairman*)

Assistant Professors Cook and DeLongchamp

Assistant Instructors Shroyer and Robinson

The General Military Course, taken during the freshman and sophomore years, concentrates on two main themes; the History of the Air Force and the Air Force Today.

101, 102 The Air Force Today

A study of the missions, functions, and organization of the Air Force, and the environment in which the Air Force operates. Oral reports, written reports, and group discussions will be expected. *Prerequisite:* Permission of the Instructor.

201, 202 The Development of Air Power

A study of the History of Air Power developed from a historical perspective starting before the Wright Brothers and continuing until the present. Oral reports, written reports, and group discussions will be expected. *Prerequisite:* Permission of the Instructor.

The Professional Officer Course, normally taken during the junior and senior years, concentrates on three main themes; the military and its relationship to society, the concepts and practices of leadership and management especially as related to the United States Air Force, and the development of Student Communicative Skills.

301, 302 National Security Forces in Contemporary American Society

A study of the American military structure and its position in contemporary society. Oral reports, written reports, group discussions, and participation in problem solving exercises will be expected. *Prerequisite:* Permission of the Instructor.

311, 312 Concepts of Air Force Leadership and Management

A study of theory and application of general concepts of leadership and management with special reference to the Air Force. Oral reports, written reports, group discussions, and participation in problem solving exercises will be expected. *Prerequisite:* Permission of the Instructor.

Army ROTC: Military ScienceProfessor Smith (*Chairman*)

Assistant Professors Reidy, Watson, Cocks and Culver

Assistant Instructor Anderson, Cullison and Stollar

The Military Science curriculum concentrates on developing in the individual leadership and management ability, communications skills, a strong sense of responsibility, and those basic military skills required of a commissioned officer.

101 Introduction to Military Science

A study of the organization of the Army and ROTC, the military as a profession, customs and courtesies of the service, a survey of the U.S. defense establishment, introduction to leadership through practical exercises. *Prerequisite:* Permission of the instructor.

102 Enrichment Course

Student participates in Professional Development Laboratories but attends no Military Science classes. Instead student selects a regular academic course that will broaden his interests and that would benefit him in the military. *Prerequisite:* MS 101.

201 American Military History

A study of the development of American military institutions, policies, experience and traditions from colonial times to the present. Covers interrelationship between the military and other aspects of American society.

202 Enrichment Course

Student participates in Professional Development Laboratories but attends no Military Science classes. Instead student selects a regular academic course that will broaden his interests and that would benefit him in the military. *Prerequisite:* MS 201.

301 Advanced Military Science I

Consists of two subcourses, one dealing in principles of leadership and their application in both a military and non-military environment. The second subcourse deals with study and practical exercises in effective speaking and writing. *Prerequisite:* MS 101-102, 201-202, or six week basic camp between sophomore and junior year; permission of the instructor, if not enrolled in the ROTC program.

302 Advanced Military Science II

Consists of two subcourses, one concerned with military law and its application at the junior officer level and the second subcourse deals with small unit tactics in which the student learns through practical exercises the basic principles of handling small tactical units in combat. *Prerequisite:* MS 301 or permission of the Instructor.

311 Advanced Military Science III

Consists of three subcourses, the first is concerned with international relations and the United States, the second with military operations involving the various elements of the Army, and the third with military intelligence. *Prerequisite:* MS 301-302 or permission of the instructor.

312 Advanced Military Science IV

Consists of several subcourses dealing in management techniques, a study of logistics, command and staff and administrative functions, and obligations and responsibilities of a military officer. *Prerequisite:* MS 311 or permission of the instructor.

SOCIOLOGY AND ANTHROPOLOGY

Professor Hook (*Chairman*)

Assistant Professors Emmons, Hinrichs and Landis
Instructor Loveland

Studies in the department are directed toward understanding social organization and action and the role of culture in conditioning human behavior. Reflecting the diversity of perspectives in sociology and anthropology, the courses present various, sometimes conflicting, approaches. Some perspectives start with individuals in interaction with each other and focus upon how they develop meaningful social relationships, groups, and institutions. Other approaches focus upon the molding of individuals by various institutions, groups, and cultures or upon the functional or conflict relationships among various classes and subcultures. By emphasizing the scientific and comparative study of social institutions and cultures, the department seeks to broaden the students' discernment and to increase their competence in dealing critically and constructively with social problems and programs for social change.

Requirements and Recommendations

Concentration in sociology and anthropology requires the successful completion of nine courses in the department. Sociology 101 is prerequisite to all other sociology courses except Sociology 206; and Anthropology 103 will normally be prerequisite to all other anthropology courses. Permission of the Instructor is required for exceptions to be made. Exemption from Sociology 101 is possible through satisfactory performance in a written examination in basic sociology. Freshmen who take a seminar version of Introductory Sociology may substitute Freshman Seminar 191 for Sociology 101. Sociology 101, 302, 303, 304, 400 or 460, one course in anthropology, and any three of the remaining departmental offerings are required for the major. Students planning to enter the honors program in the department do not customarily enroll for both Sociology 400 and 460.

Supporting courses for the major are normally chosen from the social sciences and the humanities. Mathematics 107, 108, and 165 are recommended

as preparation for graduate study in sociology and sociological research. Internships for students who plan careers in social work or social welfare are individually arranged.

All courses except Sociology 301, 302, and 303 may be used toward fulfilling distribution requirements in social science.



SOCIOLOGY

101 Introductory Sociology

Staff

A study of the basic structures and dynamics of human societies; the development of principles and basic concepts used in sociological analysis and research; emphasis is given to such topics as culture, socialization, collective behavior, social stratification, and social change.

201 Issues in Contemporary Society

Mr. Emmons

Analysis of social issues and problems from the perspectives of value-free sociology and radical sociology. Topics include inequality, population and environment, political and economic institutions, deviance, and war.

202 Social Stratification

Mr. Emmons

Analysis of contemporary systems of social stratification and social mobility, with special attention given to advanced industrial societies in the light of selected classical and contemporary theorists.

205 Sociology of Religion

Mr. Hook

Examination of the relation between religion and society. Among the topics to be discussed are anthropological and sociological theories of religion, sociological analysis of historical and contemporary religious groups, religious organization and behavior, religion and morality, religion and social change, sectarianism, and secularization.

206 Sociology of the Family

Mr. Hook

Analysis of the internal structure and processes of the family, as well as focus upon the family as a social institution. Major emphasis is given to the American family structure, with relevant comparisons from other cultures. Such topics as mate selection, ethnic and status differences, the social context of sexuality, roles of older people, and experimental and alternative forms of the family are included. No prerequisites.

207 Criminology

Mr. Hinrichs

Introduction to and delineation of the field of criminology, beginning with a discussion of criminal law and an analysis of the current data on the extent of crime. A comprehensive examination of the criminal justice system, including the police, the courts, and corrections will be included. Attention is also given to an examination and evaluation of theories of criminal causation, as well as to an overview of the various criminal behavior systems.

208 Urban Sociology

Mr. Hinrichs

A study of urbanization in world perspective to include an analysis of the rich sociological literature on urbanism. Topics include the historical development of cities, the present state of urbanization around the world, urbanism as a unique way of life, urban ecology, metropolitan sub-areas, contemporary urban dynamics, and the assessment and evaluation of the present and future role of cities. Special attention is given to problems of modern metropolitan communities and urban planning.

209 Racial and Ethnic Relations in America

Mr. Emmons

A comprehensive study of ethnic and minority relations in the United States. Topics include prejudice and discrimination, immigration and assimilation, anti-defamation, ethnic politics, and the structure of the ethnic community. Case studies include such groups as black Americans, white Protestant Americans, American Indians, and Chinese Americans.

210 Social and Cultural Change

Mr. Landis

After a study of several theories of social and cultural change, the course will analyze various contemporary trends, movements and processes of socio-cultural change, as well as various possibilities for the future, selected with reference to student interests.

212 Social Deviation

Mr. Hinrichs

Examination of the concept of social deviance and exploration of the various theories of deviance. Emphasis is given to conflict, structural-functional, and interactionist perspectives, as well as to biological and psychological causation theories. Topics for discussion include alcoholism, drug addiction, sexual deviation, mental illness, delinquency, and skid row.

213 Political Sociology

Mr. Landis

An analysis of the role of power and of political institutions in social systems. Marxian, elitist, pluralist, and systems theories of the bases, distribution, and uses of power will be examined, along with studies of power relationships in organizations, communities, nations, and inter-national relations. Attempts to change power relationships by mobilizing new bases of power and legitimacy are examined.

214 Sociology of Organizations

Mr. Hinrichs

An introduction to the basic theories, concepts, methods, and research in this field to include a study of the formal and informal aspects of complex organizations, such as business and industrial corporations, churches, schools and universities, prisons, and others. Attention will be given to a discussion of the advantages and disadvantages of bureaucracy and possible alternative forms of organization.

301 Sociology of Social Welfare

Staff

A study of welfare institutions as they relate to the social structure. Discussion of the development of the social work philosophy and practice, with special attention given to its place in modern American society. Basic principles of social work are studied in relation to their operation in case work, group work, and community organization.

302, 303 Methods of Sociological Investigation

Mr. Landis

A two-semester course exploring the various elements in the research process: research planning, research design, and various quantitative and qualitative techniques used to gather, analyze, and report data.

304 The Development of Sociological Theory

Mr. Hook

An examination of the ideas and important contributions of selected theorists in the development of sociological thought. Major theorists to be considered include: Max Weber, Emile Durkheim, Karl Marx, George H. Mead, Talcott Parsons and Robert Merton.

400 Seminar

Staff

Intensive investigation of various sociological topics under the direction of a member of the departmental staff. The particular seminar to be given each semester will be listed at the time of registration. Intended primarily for senior majors, but open in special cases to juniors or well qualified students majoring in other departments.

Individualized Study

Staff

Individual study in fields of special interest outside the scope of regular course offerings. Consent of the Chairman and of the instructor is required.

460 Research Course

Staff

Individual investigation of a research topic in sociology or anthropology in the student's special area of interest under the guidance of a member of the department. Presentation of a formal paper incorporating the results of the research. Required for departmental honors. Juniors and Seniors.

ANTHROPOLOGY**102 Introduction to Anthropology: Biological Anthropology and Human Evolution.**

Mr. Loveland

A survey of the biological and / or cultural changes comprising human evolution and interrelationships between these two aspects. Man's primate heritage and continuing evolution will be discussed.

103 Introduction to Anthropology: Social-Cultural Anthropology

Mr. Loveland

A study of human social institutions, and cultures, and of theories which purport to account for the origin, maintenance, or change in these.

211 Native Americans: A Survey of Amerindian Cultures

Mr. Loveland

This course is designed to introduce the students to the traditional aspects of Native American cultures and the present day situation of Native Americans. Examination of the role of socioeconomic, political, legal, and religious factors in the process of rapid socio-cultural change. These factors will be analyzed in the context of traditional society and reevaluated in the context of the contemporary situation. Examples will be drawn from the major culture areas of North America.

215 Culture and Personality

Mr. Loveland

A study of the influence of cultural patterns and social institutions upon the structure and dynamics of the human personality and the socialization of the individual.

216 Folk Medicine and Folk Curing

Mr. Loveland

This course will examine the systems of belief and knowledge utilized to explain illnesses in various cultures and the attendant systems of curing. The topics discussed will include: hallucinogens, shamanism, curing, sorcery, witchcraft, and herbal medicines. Introduction of a wide variety of topics related to both the physical and supernatural causes and cures of illnesses in various cultures, utilizing ethnographic examples drawn mainly from Amerindian and Asian societies.



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Radiologist, York Hospital. York, Pa.

Howard Trexel (1963), Central Pennsylvania Synod
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B.A., St. Olaf College; M.S.M., Union Theological
Seminary

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Chaplain
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John Whitcomb 1974
Chapel Intern
B.A., Thiel College; Lutheran Theological Seminary,
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Associate in Campus Ministry
B.A., Gettysburg College, M.A., George Washington University

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Associate in Campus Ministry
B.A., Concordia College

James D. Pickering 1954, 1970-75
 Professor of English and Dean of the College
 B.A., M.A., Wesleyan University; Ph.D., Columbia University

Elizabeth B. Martin 1968-71, 1972-
 Assistant Dean of the College
 B.A., Wayne State University; M.A. University of Rochester

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 Assistant Dean of the College
 B.A., M.S., Morgan State College

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 Director of Computing Facilities
 B.A. Earlham College; M.S.(2) University of Wisconsin

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 B.A., Hampton Institute; M.S., New York University;
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 Assistant Dean of the College and Registrar
 B.A., Gettysburg College

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 Librarian
 B.A., Wesleyan University; B.S. L.S., Columbia University; M.A., Wesleyan University

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 Audio-Visual and Reserve Librarian
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 Technical Services Librarian
 B.A., M.L.S., University of Pittsburgh

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 Assistant Readers' Services Librarian
 B.A., Susquehanna University; M.S.L.S., Drexel University

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 Serials / Documents Librarian
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 Dean of Students
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 Associate Dean of Students
 B.A., Mary Baldwin College; M.A., University of North Carolina

W. Ramsey Jones 1956-
 Associate Dean of Students
 B.A. Gettysburg College

Karen Haskell 1972-
 Assistant Dean of Students
 B.S., Central Connecticut State University; M.S., University of Rhode Island

David F. Thomson 1967-
 Assistant Dean of Students
 B.A., Gettysburg College; M.S., Shippensburg State College

William H. Jones 1964-
 Coordinator of Counseling
 B.A., Eastern Nazarene College; M.A., University of Wisconsin; Ph.D., Boston University

Homer A. Wood 1966-
 Director of Career Counseling
 B.S., M.S., University of Pennsylvania

Salvatore Ciolino 1971-
 Director of Financial Aid
 B.A., State University of New York, Geneseo; M.S.,
 State University of New York, Albany

J. Michael McGrath 1967-
 Consulting Psychiatrist
 B.S. University of Notre Dame; M.D., Temple University School of Medicine

Jean P. Meston 1974-
 Counseling Psychologist
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 Director of the College Union
 B.S., M.S., East Texas State University

Ann McKittrick 1974-
 Assistant Director / College Union
 B.A., Moravian College

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 Medical Director
 M.D., University of Amsterdam

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 B.A., Earlham College; M.D., The University of Wisconsin Medical School

M. Jacqueline McCardle 1972-
 Assistant College Physician
 B.A., Carlow College; M.S., Marquette University;
 M.D., Medical College of Pennsylvania

William R. Beckman 1973-
 Assistant College Physician
 B.M.E., Renssalaer Polytechnic Institute;
 M.D. University of North Carolina

F. Stanley Hoffman 1956-
 Treasurer and Business Manager
 B.S., M.S. Gettysburg College

Robert Nordvall 1972-
 Assistant Business Manager
 B.A. DePauw University; J.D. Harvard Law School;
 Ed.D. Indiana University

Jay P. Brown 1959-
 Bursar

Nicholas P. Schindeler 1968-
 Superintendent of Engineering & Construction
 Ing.; Graduate of Amsterdam Technical College

Rex Maddox 1956-
 Superintendent of Buildings and Grounds

Roland E. Hansen 1973-
 Assistant to the Business Manager
 B.A., Nebraska Wesleyan University

Gary L. Anderson 1973-
 Bookstore Manager
 B.A., University of Albuquerque

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 A.B., Gettysburg College

Rufus J. Wagner 1967-
 Manager of Printing Department

James A. Treas 1971-
 Chief of Security

Robert E. Butler 1969-
 Director of Development
 B.A., M.A., Wesleyan University; Ph.D., Rutgers -The State University

Mildred D. Johnson 1953-
 Administrative Assistant, Office of Development
 B.A., Gettysburg College

Richard E. Walker 1963-
 Assistant Director of Development for Estate Planning
 B.A., Gettysburg College

Robert D. Smith 1965-
 Director of Alumni Relations
 B.A., Gettysburg College;
 M.A., Shippensburg State College

Rosea Armor 1930-
 Administrative Assistant, Alumni Office

Willard G. Books 1966-
 Director of Publications
 B.A. Adrian College

Margaret A. Haffner 1974-
 News Bureau Director
 B.S., The Pennsylvania State University

Robert B. Kenworthy 1965-
 Sports Information Officer

THE FACULTY

(As of January 1, 1975)

Carl Arnold Hanson 1961-

President

B.A., University of Akron; Ph.D., Cornell University; LL.D., University of Akron; L.H.D., Roanoke College; LL.D., Dickinson Law School

James D. Pickering 1954-

Dean of the College, Professor of English

B.A., M.A., Wesleyan University; Ph.D., Columbia University

Emeriti**Wilbur E. Tilberg** 1927-1955

Dean of the College, Emeritus

Bethany College; M.A., University of Kansas; Ph.D., University of Wisconsin

Albert Bachman 1931-1963

Professor of Romance Languages, Emeritus

Ph.D., University of Zurich; Agregation, University of Zurich; Ph.D., Columbia University

M. Esther Bloss 1953-1968

Professor of Sociology, Emerita

B.A., Cornell University; M.A., Ph.D., Columbia University

Henry T. Bream 1926-1969

Professor of Health and Physical Education, Emeritus

B.S., Gettysburg College; M.A., Columbia University

Albert W. Butterfield 1958-1972

Professor of Mathematics, Emeritus

B.S., United States Naval Academy; M.S., University of Michigan

William C. Darrah 1957-1974

Professor of Biology, Emeritus

B.S., University of Pittsburgh

Edith Fellenbaum 1963-1968

Professor of Education, Emerita

B.A., Gettysburg College; M.A., The Johns Hopkins University

John G. Glenn 1925-1962

Pearson Professor of Classics, Emeritus

B.A., M.A., Wesleyan University; Ph.D., Princeton University

William D. Hartshorne, Jr. 1928-1959

Professor of Romance Languages, Emeritus

B.A., M.A., Haverford College; Diplôme de Professeur de français à l'étranger, University of Toulouse

'On Leave 1975-76

Katherine K. Taylor Rood 1947-1966

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B.S., Gettysburg College; M.A., Haverford College; Ph.D.

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Dr. oec., University of Riga

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Professor of Chemistry, Emeritus

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Professor of Art

B.A., University of Northern Iowa; M.F.A., University of Iowa

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Dr. Charles H. Graff Professor of Biology

B.S., Davidson College; Ph.D., Duke University

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Professor of English

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Donald H. Fortnum 1965-
 Professor of Chemistry
 B.A., Carroll College; Ph.D., Brown University

Edwin D. Freed 1948-1951, 1953-
 Professor of Religion
 B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; Ph.D., Harvard University

Richard B. Geyer² 1954-
 Graeff Professor of English, Department Chairman
 B.A., M.A., Miami University; Ph.D., Northwestern University

Charles H. Glattfelter 1949-
 Professor of History
 B.A., Gettysburg College; Ph.D., The Johns Hopkins University

Eugene M. Haas 1954-
 Professor of Health and Physical Education, Department Chairman
 B.A., Gettysburg College; M.A., Columbia University

J. Richard Haskins³ 1959-
 Professor of Physics
 B.S., University of Texas; Ph.D., Ohio State University

Leonard I. Holder 1964-
 Professor of Mathematics, Department Chairman
 B.S., M.S., Texas A & M University; Ph.D. Purdue University

Wade F. Hook⁴ 1967-
 Professor of Sociology and Anthropology, Department Chairman
 B.A., Newberry College; B.D., Lutheran Theological Southern Seminary; M.A., University of South Carolina; Ph.D., Duke University

Chester E. Jarvis 1950-
 Professor of Political Science, Department Chairman
 B.A., M.A., University of California, Berkeley; Ph.D., University of Pennsylvania

Arthur L. Kurth 1962-
 Professor of Romance Languages
 B.A., Yale College; Ph.D., Yale University

² Sabbatical leave January and Spring 1975

³ Sabbatical leave Fall and Jan. Terms 1975

⁴ Sabbatical leave January and Spring Terms 1976

Ralph D. Lindeman 1952-
 Professor of English
 B.A., University of Pittsburgh; M.A., Columbia University; Ph.D., University of Pittsburgh

John H. Loose 1959-
 Professor of Religion
 B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; M.A., Ph.D., University of Chicago

Richard T. Mara 1953
 Sahm Professor of Physics
 B.A. Gettysburg College; M.S., Ph.D., University of Michigan

Lt. Col. Lawrence Miller 1974-
 Professor of Aerospace Studies, Department Chairman
 B.A., University of Bridgeport and University of Omaha; M.S., Michigan State University

Carey A. Moore 1955-1956, 1959-
 Professor of Religion
 B.A., Gettysburg College; B.D., Lutheran Theological Seminary, Gettysburg; Ph.D., The Johns Hopkins University

Samuel A. Mudd 1958-1964, 1965-
 Professor of Psychology, Department Chairman
 B.A., Gettysburg College; M.S., Ph.D., Purdue University

Ruth E. Pavlantos 1963-
 Professor of Classics, Department Chairwoman
 B.A., College of Wooster; M.A., Ph.D., University of Cincinnati

Charles E. Platt 1957-
 Professor of Psychology
 B.A. Wittenberg University; M.A., Ph.D., Ohio State University

Ingolf Qually 1956-
 Professor of Art, Department Chairman
 B.A., St. Olaf College; B.F.A., M.F.A., Yale University

William F. Ralling 1964-
 Professor of Economics, Department Chairman
 B.S., United States Merchant Marine Academy; B.A., The Johns Hopkins University; Ph.D., Cornell University

Norman E. Richardson⁵ 1945-
 William Bittinger Professor of Philosophy, Department Chairman
 B.A., Amherst College; B.D., Yale Divinity School; Ph.D., Yale University

⁵ Sabbatical leave January and Spring Term 1975

Russell S. Rosenberger 1956-
 Professor of Education, Department Chairman
 B.S., Geneva College, M.Litt., Ed.D., University of Pittsburgh

Alex T. Rowland* 1958-
 Professor of Chemistry, Department Chairman
 B.A., Gettysburg College; Ph.D., Brown University

Calvin E. Schildknecht 1959-
 Professor of Chemistry
 B.S., Gettysburg College; Ph.D., The Johns Hopkins University

Henry Schneider III 1964-
 Franklin Professor of German, Department Chairman
 B.A., M.A., Ph.D., Princeton University

Colonel Chester R. Smith 1972-
 Professor of Military Science, Department Chairman
 B.A., Dickinson College; M.A., Michigan State University

Mary Margaret Stewart 1959-
 Professor of English
 B.A., Monmouth College, (Ill.); Ph.D., Indiana University

Parker B. Wagnild 1937-
 Professor of Music, Department Chairman
 B.A., St. Olaf College; M.S.M., Union Theological Seminary; B.D., Lutheran Theological Seminary, Gettysburg; M.A., New York University

Gareth V. Biser 1959-
 Associate Professor of Health and Physical Education
 B.S., Gettysburg College; M.S., Syracuse University

Arthur B. Boenau 1957-
 Associate Professor of Political Science
 B.A., Amherst College; M.A., Ph.D., Columbia University

Harry F. Bolich 1947-
 Associate Professor of Speech
 B.A., M.A., Bucknell University

Bruce W. Bugbee 1958-
 Associate Professor of History
 B.A. College of William and Mary;
 M.A., Ph.D., University of Michigan

A. Ralph Cavaliere 1966-
 Associate Professor of Biology
 B.S., M.S., Arizona State University; Ph.D., Duke University

John F. Clarke 1966-
 Associate Professor of English
 B.A., Kenyon College; M.A., Stanford University

Chan L. Coulter* 1958-
 Associate Professor of Philosophy
 B.A., University of Iowa; M.A., Ph.D., Harvard University

David J. Cowan 1965-
 Associate Professor of Physics, Department Chairman
 B.S., M.A., Ph.D., University of Texas

David L. Crowner* 1967-
 Associate Professor of German and Russian
 B.A., Pacific Lutheran University; M.A., Ph.D., Rutgers-The State University

Paul R. D'Agostino* 1969-
 Associate Professor of Psychology
 B.S., Fordham University; M.A., Ph.D., University of Virginia

George H. Flick" 1967-
 Associate Professor of History
 A.B., Harvard University; M.A., University of Minnesota;
 Ph.D., Harvard University

*Sabbatical leave Fall and January Terms 1975

*Sabbatical leave 1974-75

*Sabbatical leave 1975-76

"Sabbatical leave January and Spring Terms 1975

ASSOCIATE PROFESSORS

R. Henry Ackley 1953-
 Associate Professor of Music
 B.A., Western Maryland College; Peabody Conservatory of Music, Teacher's Certificate in Voice

Paul R. Baird 1951-
 Associate Professor of Economics
 B.A., M.A., The Pennsylvania State University

Guillermo Barriga 1951-
 Associate Professor of Spanish
 B.S., Colombian Naval Academy; M.A., Middlebury College; Doctorado De La Facultad De Filosofia Y Letras De La Universidad De, Madrid

Nell W. Beach 1960-
 Associate Professor of Biology, Department Chairman
 B.S., M.S., Ph.D., University of Michigan

* Sabbatical leave January and Spring Term 1976

Norman O. Forness 1964-
 Associate Professor of History
 B.A., Pacific Lutheran University; M.A., Washington State University; Ph.D., The Pennsylvania State University

Lewis B. Frank 1957-
 Associate Professor of Psychology
 B.S., Franklin and Marshall College; M.A., The Johns Hopkins University

Robert H. Fryling 1947-1950, 1958-
 Associate Professor of Mathematics
 B.A., Gettysburg College; M.S., Ph.D., University of Pittsburgh

Louis J. Hammann 1956-
 Associate Professor of Religion
 B.A., Gettysburg College; B.D., Yale Divinity School; M.A., The Pennsylvania State University; Ph.D., Temple University

John T. Held 1960-
 Associate Professor of Education
 B.A., Gettysburg College; M.A., Columbia University; M.S., University of Illinois

Thomas J. Hendrickson¹¹ 1960-
 Associate Professor of Physics
 B.S., M.S., University of Michigan; Ph.D., Iowa State University

Edmund R. Hill 1961-
 Associate Professor of Economics
 B.Com., McGill University; Ph.D., University of Pittsburgh

Robert T. Hulton 1957-
 Associate Professor of Health and Physical Education
 B.A., Grove City College

R. Eugene Hummel 1957-
 Associate Professor of Health and Physical Education
 B.A., Gettysburg College; M.A., Columbia University

John M. Kellett 1968-
 Associate Professor of Mathematics
 B.S., Worcester State College; M.S., Rutgers-The State University; Ph.D., University of Florida

Grace C. Kenney¹² 1948-
 Associate Professor of Health and Physical Education
 B.S., New York University; M.A., Columbia University

L. Carl Leinbach 1967-
 Associate Professor of Mathematics
 B.A., Lafayette College; M.A., University of Delaware; Ph.D., University of Oregon

Branko A. Lenski 1970-
 Associate Professor of Romance Languages
 Ph.D., New York University

Jack S. Locher¹³ 1957-
 Associate Professor of English
 M.A., University of Chicago; Ph.D., University of Pennsylvania

John C. Miller 1973-
 Associate Professor of Romance Languages, Department Chairman
 A.B., Rutgers - The State University; M.S. Ed., Southern Illinois University; M.A., University of Maryland; D.M.L., Middlebury College

M. Scott Moorhead¹⁴ 1955-
 Associate Professor of Mathematics
 B.S., M.A., Washington and Jefferson College; Ph.D., University of Pittsburgh

Norman K. Nunamaker¹⁵ 1963-
 Associate Professor of Music
 B.A., Bowling Green State University; M.M., Ph.D., Indiana University

Emile O. Schmidt¹⁶ 1962-
 Associate Professor of English and Director of Dramatics
 B.A., Ursinus College; M.A., Columbia University

Allen C. Schroeder¹⁷ 1967-
 Associate Professor of Biology
 B.S., Loyola College; M.S., Ph.D., The Catholic University of America

W. Richard Schubert 1950-
 Associate Professor of Philosophy
 B.A., Dartmouth College; M.A., Columbia University

Walter J. Scott 1959-
 Associate Professor of Physics
 B.A., Swarthmore College; M.S., Lehigh University

John D. Shand 1954-
 Associate Professor of Psychology
 B.A., Amherst College; M.A., Harvard University; Ph.D., University of Chicago

¹¹Sabbatical leave January and Spring Terms 1975

¹²Sabbatical leave Fall and January Terms 1975-76

¹³Sabbatical leave January and Spring Terms 1975

¹⁴Sabbatical leave Fall and January Terms 1975-76

¹⁵Sabbatical leave January and Spring Terms 1975

¹¹ Sabbatical leave January and Spring Terms 1975

¹²Sabbatical leave January and Spring Terms 1976

Howard G. Shoemaker 1957-
 Associate Professor of Health and Physical Education
 B.A., Gettysburg College; M.A., Columbia University

John R. Stemen¹⁸ 1961-
 Associate Professor of History
 B.A., Yale University; M.A., Ph.D., Indiana University

Dexter N. Welkel 1962-
 Associate Professor of Music
 B.S., Susquehanna University; M.A., The Pennsylvania State University

Richard T. Wescott¹⁹ 1966-
 Associate Professor of Health and Physical Education
 B.A., Colby College; M.Ed., Boston University; P.E.D., Indiana University

Conway S. Williams 1949-
 Associate Professor of Economics
 B.A., Columbia University; M.S., Columbia University
 School of Business

Major James D. Cook 1972-
 Assistant Professor of Aerospace Studies
 B.A., Marshall University; M.S., Texas A & M University

Robert J. Cotter 1974-
 Assistant Professor of Chemistry
 B.S., Holy Cross College; M.S., Ph.D., The Johns Hopkins University

Captain Roland A. Culver 1974-
 Assistant Professor of Military Science
 B.S., Idaho State University and Utah State University;
 M.A., Pacific Lutheran University

Helen H. Darrah 1961-
 Assistant Professor of Biology
 B.S., M.S., University of Pittsburgh

Robert D. De Longchamps 1973-
 Assistant Professor of Aerospace Studies
 B.S., University of Wisconsin; M.A., Golden Gate University

Charles F. Emmons 1974-
 Assistant Professor of Sociology and Anthropology
 A.B., Gannon College; M.A., Ph.D., University of Illinois

Kermit H. Flinstad 1970-
 Assistant Professor of Music
 B.A., St. Olaf College; M.M., The Catholic University of America

David E. Flesner 1971-
 Assistant Professor of Mathematics
 B.A., Wittenberg University; M.A., Ph.D., University of Michigan

Robert S. Fredrickson²⁰ 1969-
 Assistant Professor of English
 B.A., DePauw University; M.A., University of Minnesota; Ph.D., University of North Carolina

Robert M. Gemmill²¹ 1958-
 Assistant Professor of Economics
 B.A., Gettysburg College; M.A., University of Pennsylvania

Gertrude G. Gobbel 1968-
 Assistant Professor of Psychology
 B.S., The Pennsylvania State University; M.S., University of Illinois

David F. Haskell 1970-
 Assistant Professor of English
 A.B., Colby College; Ph.D., Brown University

C. Robert Held 1954-1955, 1956-
 Assistant Professor of Classics
 B.A., Gettysburg College; M.A., Princeton University

ASSISTANT PROFESSORS

Richard B. Bayler 1974-
 Assistant Professor of Religion
 B.A., Gettysburg College; Ph.D., Brown University

F. Eugene Bell 1966-
 Assistant Professor of Music
 B.A., Western Maryland College; M.A., New York University

Donald M. Borock 1974-
 Assistant Professor of Political Science
 B.A., M.A., Ph.D., University of Cincinnati

Lois J. Bowers 1969-
 Assistant Professor of Health and Physical Education
 B.S., Temple University; M.E.D., Western Maryland College

Captain Alan R. Cocks 1974-
 Assistant Professor of Military Science
 B.A., Lafayette College; M.B.A., Loyola University at Chicago

Charles F. Collier 1974-
 Assistant Professor of Economics
 B.A., Hampden-Sydney College; M.A., Duke University

Glendon F. Collier 1957-
 Assistant Professor of German and Russian
 B.A., Franklin and Marshall College; M.A., University of California, Berkeley

¹⁸Sabbatical leave Fall and January Terms 1975
¹⁹Sabbatical leave January and Spring Terms 1975

²⁰Sabbatical leave January and Spring Terms 1976
²¹Sabbatical leave January and Spring Terms 1976

Caroline M. Hendrickson 1959-
 Assistant Professor of Spanish
 B.A., Wellesley College; M.A., Columbia University

Sherman S. Hendrix 1964-
 Assistant Professor of Biology
 B.A., Gettysburg College; M.S., Florida State University; Ph.D., University of Maryland

Donald W. Hinrichs 1968-
 Assistant Professor of Sociology and Anthropology
 B.A., Western Maryland College; M.A. University of Maryland; Ph.D., Ohio State University

John D. Kelly 1974-
 Assistant Professor of Music
 B.M., Conservatory of Music, Kansas City; M.M., Southern Methodist University; DMA, University of Missouri, Kansas City

Joseph B. Landis 1974-
 Assistant Professor of Sociology
 B.A., College of Wooster; Ph.D., Yale University

Rowland E. Logan 1958-
 Assistant Professor of Biology
 B.A., University of California, Los Angeles; M.S., Ph.D., Northwestern University

Arthur McCardle 1969-
 Assistant Professor of German and Russian
 B.A., M.A., Ph.D., Columbia University

John K. McComb 1971-
 Assistant Professor of English
 B.A., M.A., Southern Methodist University; M.A., Ph.D., The Johns Hopkins University

Laurence A. Marschall 1971-
 Assistant Professor of Physics
 B.S., Cornell University; Ph.D., University of Chicago

Frederic Micheiman 1973-
 Assistant Professor of Romance Languages
 B.S. Ec., University of Pennsylvania; M.A., Middlebury College; Ph.D., University of California, Los Angeles

Kenneth F. Mott 1966-
 Assistant Professor of Political Science
 B.A., Franklin and Marshall College; M.A., Lehigh University; Ph.D., Brown University

James P. Myers, Jr.²² 1968-
 Assistant Professor of English
 B.S., Le Moyne College; M.A., University of Arizona; Ph.D., University of Massachusetts

Joseph P. Nytray 1974-
 Assistant Professor of Political Science
 B.A., Cornell University; M.A., Ph.D., Ohio State University

Bruce L. Packard 1971-
 Assistant Professor of Education
 B.A., Gettysburg College; Ed.M., Ed.D., Temple University

William E. Parker ²³ 1968-
 Assistant Professor of Chemistry
 B.A., Haverford College; M.S., Ph.D., University of North Carolina

Howard C. Parks 1966-
 Assistant Professor of Classics
 B.A., Kenyon College; M.A., Ohio State University

Kenneth C. Partchey 1973-
 Assistant Professor of Music
 B.S., Mansfield State College; M.M., Eastman School of Music; D.Ed., The Pennsylvania State University

Thane S. Pittman 1972-
 Assistant Professor of Psychology
 B.A., Kent State University; M.A., Ph.D., University of Iowa

Ray R. Reider 1962-
 Assistant Professor of Health and Physical Education
 B.A., Gettysburg College; M.Ed., The Pennsylvania State University

Lt. Col. Richard F. Reidy, Jr. 1973-
 Assistant Professor of Military Science
 B.S., U.S. Military Academy; M.B.A., New Mexico State University

Michael L. Riterson²⁴ 1968-
 Assistant Professor of German and Russian
 B.A., Franklin and Marshall College; Ph.D., Harvard University

James F. Slaybaugh 1964-
 Assistant Professor of Education
 B.A., Roanoke College; M.Ed., The Pennsylvania State University

Donald G. Tannenbaum 1966-
 Assistant Professor of Political Science
 B.B.A., M.A., The City College of the City University of New York; Ph.D., New York University

²²Sabbatical leave January and Spring Terms 1975

²³Sabbatical leave 1975-1976

Robert H. Trone²⁵ 1956-
 Assistant Professor of Religion
 B.A., Gettysburg College; B.D., Yale Divinity School;
 M.A., The Catholic University of America

Captain Sherman E. Watson 1972-
 Assistant Professor of Military Science
 B.A., Eastern Washington State University

Janis H. Weener 1957-
 Assistant Professor of Spanish
 B.A., Mary Washington College of the University of
 Virginia; M.A., New York University

John R. Winkelmann 1963-
 Assistant Professor of Biology
 B.S., University of Illinois; M.A., Ph.D., University of
 Michigan

Robert F. Zellner 1968-
 Assistant Professor of Music
 B.S., West Chester State College; M.A., Lehigh University

INSTRUCTORS

John W. Colunio 1972-
 Instructor in Health and Physical Education
 B.S., Ashland College; M.Ed., West Chester State College

Betty R. Coon 1974-
 Instructor in English
 B.A., Pomona College; Ph.D. Indiana University

Joseph D. Donolli 1971-
 Instructor in Health and Physical Education
 B.S., University of Delaware; M.Ed., Temple University

Coco J. Hirstel 1972-
 Instructor in Health and Physical Education
 B.S., Oregon State University; M.S., Springfield College (Mass.)

Robert E. Lehr 1971-
 Instructor in Health and Physical Education
 B.S., Lock Haven State College; M.Ed., University of
 Pittsburgh

Franklin O. Loveland 1972-
 Instructor in Sociology and Anthropology
 B.A., Dartmouth College; M.A., Lehigh University; M.A.,
 Duke University

Carol L. Malmi 1973-
 Instructor in English
 B.A., Dickinson College; M.A., Ph.D., Northwestern
 University

Jan E. Mikesell 1973-
 Instructor in Biology
 B.Sc., M.Sc., Western Illinois University; Ph.D., Ohio
 State University

Katsuyuki Niiro 1972-
 Instructor in Economics and Business Administration
 B.A., University of Hawaii; M.A., University of Pittsburgh

Charles J. Plinero 1968-
 Instructor in Economics and Business Administration
 B.S., The Pennsylvania State University; M.A., University of Scranton

William Roat 1974-
 Instructor of Health and Physical Education
 A.B., M.S., Indiana University

James W. Sauvé, Jr. 1969-
 Instructor in Health and Physical Education
 B.S., West Chester State College; M.A., University of
 Maryland

Carol D. Small 1969-
 Instructor in Art
 B.A., Jackson College of Tufts University

Amle V. Tannenbaum 1968-
 Instructor in Romance Languages
 A.B., Hood College; M.A., The George Washington University

Robert M. Viti 1971-
 Instructor in Romance Languages
 B.A., St. Peter's College; M.A., Ph.D., Duke University

James E. H. Ward 1973-
 Instructor in Health and Physical Education
 B.A., Gettysburg College; M. Ed., Towson State College

Barbara Willoughby-MacDonald 1971-
 Instructor in Romance Languages
 B.A., University of Chili (Licenciate); M.A., University of
 Maryland

LECTURERS

Concepcion T. Alzola
 Romance Languages
 B.A., Instituto de Segunda Ensenanza (Marianao, Cuba); Ph.D., University of Havana

Judith A. Anna
 Health and Physical Education
 B.A., University of Northern Iowa

Mary T. Baskerville
 English
 B.A., Hunter College; M.A., Columbia University

²⁵Sabbatical leave January and Spring Terms 1975

Jacqueline Derasse
 Romance Languages
 B.A., M.A., Université Paris

Janet P. Gemmill
 History
 B.A., Bucknell University; M.A., University of Michigan;
 M.A., Ph.D., University of Wisconsin

Sally L. Jewart
 German
 B.A., Allegheny College

Elaine L. Jones
 English
 A.B., Eastern Nazarene College; M.A., University of Wisconsin

Lani Lindeman
 General Education
 B.A., Gettysburg College

Jennifer M. Railing
 Economics and Business Administration
 LL.B. (Upper Second Class Honours) University of London

Linda L. Richards
 Romance Languages
 B.A., M.A., The Pennsylvania State University

Judith Schwartz
 English
 B.A., University of Arizona; M.A., Cornell University

Richard K. Wood
 Mathematics
 B.A., Earlham College; M.S. (2) University of Wisconsin

PRIVATE INSTRUCTORS IN APPLIED MUSIC

Sharette Kern
 Private Instructor of Music (flute)
 B.M., Peabody Conservatory of Music

Robert L. Petrella
 Private Instructor of Music (clarinet)
 B.M., Michigan State University; M.M., University of Maryland

LABORATORY INSTRUCTORS

Betty Barnes
 Biology
 A.B., Winthrop College; M.A., Duke University

Shirlee S. Cavallere
 Biology
 B.A., Butler University; M.S., Arizona State University

Elizabeth W. Daniels
 Biology
 B.A., Miami University

Martha Hinrichs
 Biology
 B.A., Western Maryland College

Marlene Packard
 Biology
 B.A., Gettysburg College

Barbara L. Platt
 Biology and Psychology
 B.S., Allegheny College; M.A., Ohio State University

Anna F. Tilberg
 Biology
 B.A., University of Pennsylvania

Helen J. Winkelmann
 Biology
 B.A., Notre Dame College of Staten Island; M.S., University of Michigan

ASSISTANT INSTRUCTORS

SP5 Richard A. Cullison
 Assistant Instructor in Military Science

Lillian Jackson
 Assistant Instructor in Chemistry
 B.A., Wheaton College (Mass.); M.A., Bryn Mawr College

S.S.G. Harold E. Robinson
 Assistant Instructor in Aerospace Studies

Scott R. Wilson
 Assistant Instructor in Chemistry
 B.A., Gettysburg College

SGM. Charles Anderson
 Assistant Instructor in Military Science

SSG. Ronald L. Stollar
 Assistant Instructor in Military Science

SSG. Blaine L. Shroyer
 Assistant Instructor in Aerospace Studies

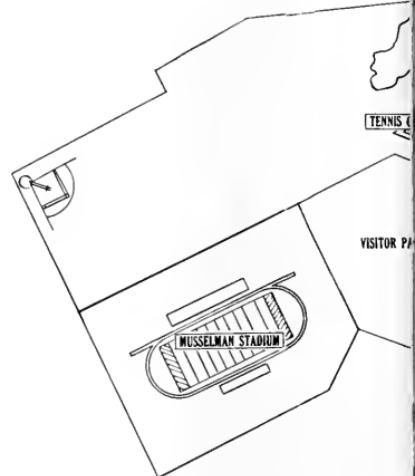
CAMPUS MAP

ADMINISTRATION OFFICES

	<i>Location</i>
President	Pennsylvania
Admissions	Eisenhower House
Alumni	Pennsylvania
Athletic Director	Bream Gym
Bursar	Pennsylvania
Business Manager	Pennsylvania
Chaplain	Christ Chapel
Dean of the College	Pennsylvania
Dean of Students	Pennsylvania
Dean of Students	Pennsylvania
Development	Pennsylvania
Guidance-Placement	Pennsylvania
Librarian	Schmucker Library
Maintenance	West
Public Relations	Pennsylvania
Registrar	Pennsylvania
Student Senate	College Union

Academic Areas

Art	Christ Chapel
Biology	McCreary
Chemistry	Breidenbaugh
Computer Center	Glatfelter
Consortium	Weidensall
Economics, Business Adm	Glatfelter
Education	Stahley
English	Glatfelter
French	McKnight
German	McKnight
Greek	Classics
Health, Physical Ed.	
Men	Bream Gym
Women	Plank Gym
History	Weidensall
Latin	Classics
Mathematics	Stahley
Music	Brua
Observatory	West Field
Philosophy	Weidensall
Physics	Masters
Planetarium	Masters
Political Science	White House
Psychology	McCreary



Religion

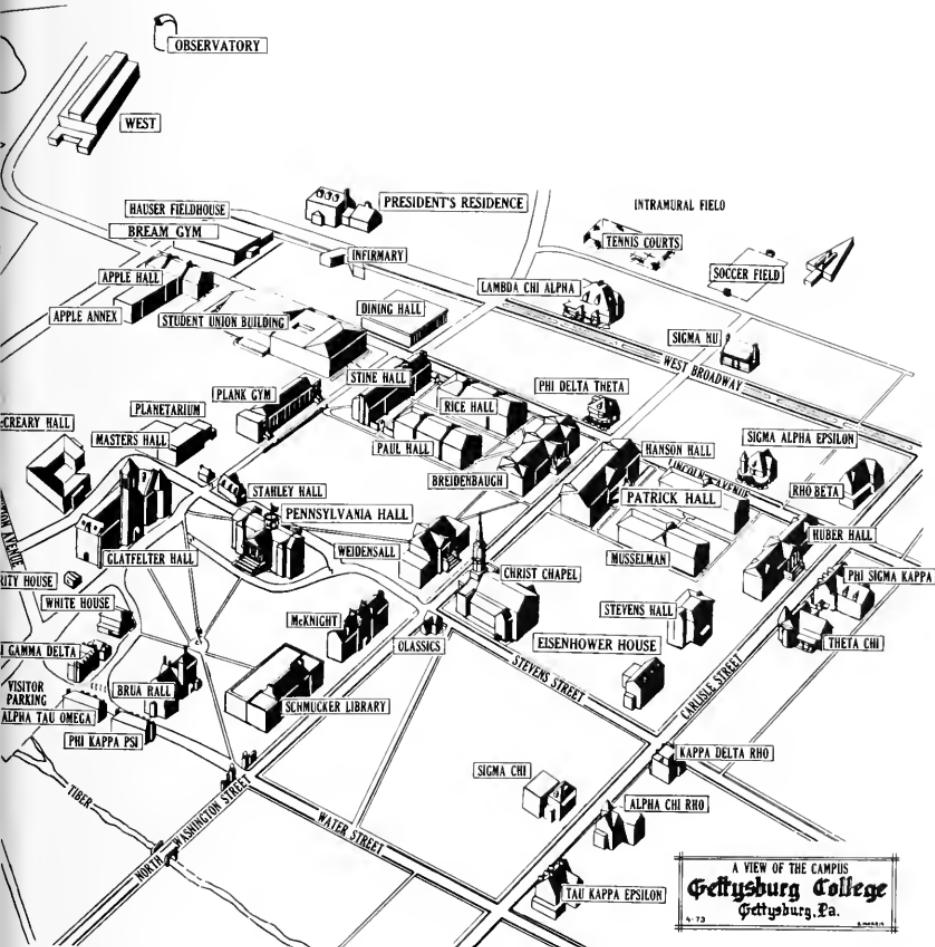
Religion	Glatfelter
ROTC	West
Russian	McKnight
Spanish	McKnight
Sociology-Anthropology	McCreary
Speech	Glatfelter

Residence Halls

MEN	WOMEN
Apple	Apple Annex
Patrick	Hanson
Paul	Huber
Rice	Musselman
Stine	Stevens

Services

Bookstore	College Union
Health Service	Infirmary
Post Office	College Union
Snack Bar	College Union



CALENDAR

1975-76 CALENDAR

Fall Term, 1975

September 3-6, Wed.-Sat.	Orientation and Registration
September 8, Mon.	Classes begin, 8:00 a.m.
October 10-12	Fall Parents' Weekend
October 17, Fri.	Fall Honors Day
October 24-26	Alumni Homecoming Weekend
October 25, Sat.	Mid-Term Reports
November 26, Wed.	Thanksgiving Recess begins, Noon
December 1, Mon.	Thanksgiving Recess ends, 8:00 a.m.
December 10, Wed.	Last Day of Classes
December 12-18, Fri.-Thurs.	Term Examinations

January Term, 1976

January 5, Mon.	Term begins
January 30, Fri.	Term ends

Spring Term, 1976

February 5, Thurs.	Registration
February 6, Fri.	Classes begin, 8:00 a.m.
March 20, Sat.	Mid-Term Reports
March 20, Sat.	Spring Recess begins, Noon
March 29, Mon.	Spring Recess ends, 8:00 a.m.
April 15, Thurs.	Easter Weekend begins, 4:00 p.m.
April 20, Tues.	Easter Weekend ends, 8:00 a.m.
April 30, Fri.	Spring Honors Day
May 7-9	Spring Parents' Weekend
May 13, Thurs.	Last Day of Classes
May 14, Fri.	Spring Registration
May 17-22, Mon.-Sat.	Term Examinations
May 29, Sat.	Alumni Day
May 30, Sun.	Baccalaureate and Commencement



STATISTICAL SUMMARY
Students in College

Fall Term 1973-74

	Men	Women	Total
Seniors.....	268	123	391
Juniors.....	298	131	429
Sophomores.....	316	198	514
Freshmen.....	391	220	611
Part-time for Degree.....	2	2	4
Special Students.....	8	14	22
Consortium Exchange.....	-	1	1
	—	—	—
	1283	689	1972

Fall Term 1974-75

	Men	Women	Total
Seniors.....	278	130	408
Juniors.....	284	175	459
Sophomores.....	328	207	535
Freshmen.....	291	198	489
Part time for Degree.....	3	3	6
Special Students.....	13	6	19
Consortium Exchange.....	1	3	4
	—	—	—
	1197	721	1918

Geographical Distribution – Full Time Students

	First Semester 1973-1974 Students	First Semester 1974-1975 Students
Pennsylvania	703	700
New Jersey	531	517
New York	229	203
Maryland	189	190
Connecticut	105	98
Massachusetts	40	34
Virginia	33	41
Delaware	22	25
Ohio	15	12
Washington, D.C.	15	11
Illinois	9	9
Florida	7	7
North Carolina	5	6
Rhode Island	4	3
California	4	3
Michigan	4	5
New Hampshire	3	2
Kentucky	2	3
Minnesota	0	3
Eight Other States	11	0
Six Other States	0	9
Ten Foreign countries	14	0
Eight foreign countries	0	10
	—	—
	1945	1891



ENDOWMENT FUNDS

(Unrestricted)

Gettysburg College receives the benefit of income from the following named Funds:

Alumni Memorial Endowment Fund

Frank D. Baker

Class of 1919 Fund

A memorial to the Class

Class of 1939 Fund

Class of 1971 Fund

Louise Cuthbertson

A bequest in memory of Arthur Herring, Anna Wiener Herring and Louise Cuthbertson

Charles W. Diehl, Jr., '29

Faculty and Staff Memorial Endowment Fund

Robert G. Fluhrer, '12

The Garman Fund

Given by members of the Garman family as a perpetual family memorial to the endowment of Gettysburg, the income of which shall be used in support of the educational program.

The Gettysburg Times

Frank Gilbert

Margaret E. Giles

Ralph and Katherine M. Gresh

Adam Hazlett, '10

Joseph H. Himes, '10

Marion Huey

William J. Knox, '10

Frank H. Kramer, '14 and Mrs. Kramer

James MacFarlane, 1837

Dana and Elizabeth Manners Memorial Fund

G. Bowers Mansdorfer, M.D. '26

J. Clyde Markel, '00, and Caroline O. Markel

Robert T. Marks

Fred G. Masters, '04

A. L. Mathias, '26

John H. Mickley, '28

A gift for endowment in memory of his brother
William Blocher Mickley

William J. Miller, Jr., '00

Thomas Z. Minehart, '94

Joseph Parment Company

Nellie G. Royer

Sarah Ellen Sanders

Anna D. Seaman

Paul R. Sheffer, '18

Herbert Shimer, '96

Robert O. Sinclaire

Albert T. Smith Memorial Fund

James Milton Smith Fund

Contributed by Mrs. Emma Hancock Smith as a
memorial to her son James Milton Smith

Anna K. and Harry L. Snyder

Mary Heilman Spangler

Charles M. A. Stine, '01

Harvey W. Strayer, '10

In memory of E. Ruth Strayer

Richard C. Wetzel

Jack Lyter Williams Memorial Fund

Contributed by Mrs. Earnest D. Williams as a
memorial to her son Jack L. Williams, Class of
1951

Alice D. Wrather

(Restricted)

Conrad Christian Arensberg Memorial Fund A fund established in 1948 by Francis Louis Arensberg in memory of his father, a Union veteran, for the purchase of Civil War books and materials.

The Rev. Peter C. Bell Memorial Lectureship Fund A fund for the establishment of a lectureship on the claims of the gospel on college men.

Bikle Endowment Fund A fund to support debating, established in 1925 to honor Dr. Philip Bikle, Class of 1866, Dean of Gettysburg College 1889-1925.

Joseph Bittinger Chair of Political Science.

Lydia Bittinger Chair of History.

Joseph and Lydia Bittinger Memorial Fund.

Class of 1911 Memorial Trust Fund A fund established in 1961, on the fiftieth anniversary of the Class, to provide income for the purchase of books for the college library.

Class of 1925 Meritorious Service Award Foundation
To provide annual alumni awards for notable service rendered Alma Mater.

Thomas Y. Cooper Endowment A bequest to Gettysburg College in support of its libraries: (a) for acquisitions in literature and American History, as a memorial to his parents, Dr. and Mrs. Moses Cooper; and (b) for the operating budget of the library.

Luther P. Eisenhart Fund A fund established for the use of Emeriti faculty and of widows of former members of the faculty in real need of assistance.

Clyde E. and Sarah A. Gerberich Endowment Fund A fund established to support a series of lectures dedicated to the memory of Dr. Robert Fortenbaugh '13.

Jean Landefeld Hanson Fund A fund established in 1971 by family and friends of the late wife of President C. Arnold Hanson, the income to be assigned to purposes related to the Chapel program as determined by the Chaplain and the President of the College.

James A. Singmaster '98 Fund for Chemistry A fund established in 1967 by Mrs. James A. Singmaster in memory of her husband for the purchase of library materials in chemistry, or in areas related thereto.

Dr. Kenneth L. Smoke Memorial Trust Fund A fund created in 1971 to honor the man who in 1946 established the Department of Psychology at Gettysburg College and served as its chairman until his death in 1970. The annual income is used at the joint discretion of the Chairman of the Psychology Department and the College Librarian.

J. H. W. Stuckenbergs Memorial Lectureship A bequest from Mary G. Stuckenbergs in memory of her husband to sponsor lectures in the general area of social ethics.

Stephen Henry Warner (1968) Memorial Fund A two-part fund, including: (1) Contributions to Gettysburg College in memory of Mr. Warner, the income to be used to maintain and support the Warner Collection on Vietnam, as well as to purchase new books for the library; (2) A bequest established by Stephen H. Warner for (a) library acquisitions in Asian studies and for (b) use as seed money for projects encouraging exciting, challenging, and fresh ideas.

Woman's League Fund for Upkeep and Repair of the YMCA Building (Weidensall Hall) An endowment bequest of Louisa Paulus.

Dr. and Mrs. Jeremiah Zimmerman Fund A fund established in 1931 by Dr. Jeremiah Zimmerman (1873), from a bequest of Mrs. Zimmerman who died in 1930, to create an endowment in support of the annual operating budget of the library.

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